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AN INVESTIGATION OF TRAINING NEEDS OF PROSPECTIVE EMPLOYEES IN RETAIL SELLING IN THE CITY OF QUINCY

A Thesis

Presented to

the Faculty of the School of Education
Boston University

Submitted by

William Thomas Hutchinson

(B. S. in B. A., Northeastern University, 1943)

In partial fulfillment of requirements for the

Degree of Master of Education

1947

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APPROVAL

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ACKNOWLEDGMENT

The writer is deeply grateful to those employers and employees in Quincy who, despite the exigencies of business, cooperated in making the study possible. It was gratifying to find such a high percentage eager to do whatever possible for the high school student.

The writer is also indebted to his faculty advisor, Professor Paul L. Salsgiver, for many helpful suggestions. Preparation of the manuscript would have been more difficult without his interest.

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CHAPTER I

THE NEED FOR RETAIL TRAINING I. EARLY CONDITIONS

Early Status of Store Workers: In examining conditions in retail stores it is found that conditions did not differ greatly from those in other business and industrial occupations at the start of the twentieth century.

A rapidly growing business economy coupled with an unprecedented growth of huge and complex distributive units gave impetus to the tendency on the part of management to disregard or overlook the human factors of its personnel. Unfortunately the merchant could no longer take a personal interest in the instruction and the advancement of his employees. This condition led to a subsequent decline in the amount of training afforded the personnel.

Guidance has proved that it cannot and does not predict the occupational destiny of man but has proven that it can eliminate trial and error. It was through this same trial and error that early retail store employees received their training which proved costly and wasteful to both employer and employee. The status of the early store worker is well exemplified by the following set of rules posted by a store representative of the times:

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"Rules for Clerks

"1. This store must be opened at Sunrise. No mistake. Open 6 o'clock A.M. Summer and Winter. Close about 8:30 or 9 P.M. the year round.

2. Store must be swept--dusted--doors and windows opened--lamps filled, trimmed and chimneys cleaned--counters, base shelves and show cases dusted--pens made--a pail of water also the coal must be brought in before breakfast, if there is

who call.

3. The store is not to be opened on the Sabbath day unless absolutely necessary and then only for a few minutes.

time to do it and attend to all the customers

4. Should the store be opened on Sunday the clerks must go in alone and get tobacco for customers

in need.

5. The clerk who is in the habit of smoking Spanish Cigars-being shaved at the barbers-going to dancing parties and other places of amusement and being out late at night-will assuredly give his employer reason to be suspicious of his integrity and honesty.

6. Clerks are allowed to smoke in the store provided they do not wait on women with a 'stogie' in the

mouth.

7. Each clerk must pay not less than \$5.00 per year to the Church and must attend Sunday School regularly.

. Men clerks are given one evening a week off for courting and two if they go to a prayer meeting.

9. After the 14 hours in the store the leisure hours should be spent mostly in reading."1/

The Prince School: In 1905 Lucinda Wyman Prince directed a research and experimental survey for the Women's Educational Industrial Union of Boston to determine what training was needed for clerks who wished to become sales-

^{1.} Carson Pirie Scott and Company, "We and Our Business" (Employee Handbook), Chicago, 1927, p. 20.

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women. The results of the study prompted Mrs. Prince to establish a school for retail training. In establishing the curricula of the training program Mrs. Prince felt that the present demands of the retail stores should provide the source of subject matter and not tradition. Consequently, the salesmanship class attempted to duplicate store life and activity and the advantages of the demonstration sale were employed.

Arithmetic was no longer taught in the usual manner but was specifically applied to store procedure to educate the store manager to the fact that it was possible to graduate a student capable of accurate computations.

The success of the program can best be exemplified by noting what Professor Nichols says concerning the outcomes of the training:

"When Lucinda W. Prince, a lay educator of note persuaded Boston merchants to send her a few selected 'clerks'--that is what they were called then--to train for better service to store and customers alike, she started, but did not mature, an educational movement to which she gave the remainder of her life. That was just after the turn of the century. In due time her 'clerks' went back to their jobs as 'salesmen' and, much to their employers' surprise, sold enough more merchandise to justify raises ranging from fifty cents to fourteen dollars a week.

That these merchants who pioneered this new field soon came to believe in the possibilities of raising 'clerks' to the status of 'salesmen' is attested to be the fact that they induced the National

women. The results of the study promoted are. Indee to establish the establish a school for result training. In establishing the curricular of the training program are intros felt that the oresent demands of the retail stores should provide the source of subject mether and not tradition. Consequently, the selecatently class attempted to duplicate about life and extract the deponstration said and work amployed.

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Retail Dry Goods Association to sponsor this new program by employing Mrs. Prince as educational director and thus freeing her time for work in this field."1/

Public School Instruction: Experimental programs in selling were established quite early in secondary and vocational schools, particularly in Fitchburg in 1908 and in Boston in 1912. 2/ Quite possibly there have been a few earlier programs than those cited.

In 1915 a committee of the National Education Association presented proposed business education curricula for secondary schools.3/ It was recommended that apprenticeship in salesmanship be encouraged and given one semester credit. A similar committee appointed in 1919 made the following suggestion:

"...the need that commercial education now seeks to supply is the demand for salesmen. This involves not only a training in the principles of salesmanship, meeting the public, making a sale etc., but also a broader training in business, knowledge of merchandise, and the cultivation of taste. Salesmanship offers good opportunities to do part-time work, as stores are often anxious to have salespeople for a few hours a day during the heaviest pressure or on days in the week, or again for special times, such as around holiday seasons

^{1.} Frederick G. Nichols, "The Background of Distributive Education", The National Business Education Quarterly

⁽Spring, 1943) p. 9.

2. Federal Board For Vocational Education, "Apprentice Education", Bulletin 87 (June, 1923) p. 10.

3. Earl P. Strong, "The Organization, Administration, and Supervision of Business Education" (New York: Gregg Publishing Company, 1944) p. 21.

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or during conventions. Salespeople can leave off and take up the work without a serious break. A further advantage in the salesmanship courses is the possibility of sombining the theory of salesmanship given in the school with practice in the store."1/

The committees appointed by the National Education Association were instrumental forces in establishing the belief that the commercial curricula should do something more than merely train students for techniques used in business offices. To substantiate this statement the writer cites the work of Stout. 2/ His study points out that there were ten various business subjects offered in high schools in the North Central States in 1900 and salesmanship was conspicuous through its absence. The same study showed that salesmanship was one of the fourteen business subjects being offered in high schools in the same region in 1918.

The United States Office of Education furnishes the estimated enrollment in salesmanship for 1940 at 42,2973/ in public high schools. This figure would indicate an increase of 32,325 since 1928 and 14,085 since 1934

^{1.} Cheesman A. Herrick, "Business Education in Secondary Schools", Department of the Interior, Bulletin, 1919

No. 55, pp. 14-19, cited by Earl P. Strong, ibid p. 26.

2. John Elbert Stout, "The Development of High School Curricula in the North Control State of the 1900 to 1900

in the North Central States from 1860 to 1918" (Chicago:

The University of Chicago, 1921) p. 270.

3. Office of Education, Statistics of State School Systems, 1940-41 (Washington, D.C. Government Printing Office), Preliminary Bulletin, November, 1942, p. 2.

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in student enrollment. The 1934 figure represents an increase in per cent of total enrollment of .34. It is impossible to determine the per cent of total increase between 1934 and 1940 inasmuch as the percentage of 1934 was used in the estimation of the 1940 figure.

Federal Legislation: Any discussion of the growth of this movement would be inadequate without the mention of the governmental aid. The United States government has long been interested in the development of a vocationally competent populace.

through the passage of the National Vocational Act more commonly known as the Smith-Hughes Act. Specific opportunities for the establishment and operation of cooperative retail selling courses in the public schools were made possible through Federal aid if the State plan for vocationl education included such classes. The possibilities of this act were never realized for various reasons. Federal funds were not available for salaries of local and state supervisors and teacher trainers. In addition, secondary school administrators were not over enthusiastic and teaching personnel was scarce.

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With the passage of the George-Deen Act in 1936 these obstacles lost much of their former severity. An examination of the basic provisions 1/of the act is the best and easiest way of showing the Federal encouragement exemplified:

- 1. Annual allotment to the States of \$1,254,000 for distributive education (teacher-training, materials, traveling expenses).
- 2. Federal allotments are to be matched by the State on a 50 per cent basis until June 1942.
- 3. Matching percentage will increase 10 per cent each year after June 1942 until July 1, 1947 when the States will be required to match the funds dollar for dollar.
- 4. For workers legally employed in distributive occupations.
- 5. The training must be subject to public supervision and lower than college grade.
- 6. The training has to be limited to part time and evening schools.

Since its inception distributive education (this includes retail selling) has had no greater single force to advance it than the George-Deen Act.

^{1.} Kenneth B. Haas, "Cooperative Part-Time Training Programs", Vocational Bulletin No. 205, (Washington, D.C.: United States Government Printing Office, 1939), p.6.

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II. JUSTIFICATION OF THE STUDY

Our National Need: It is estimated that $12\frac{1}{2}$ per cent of our working population of the United States is engaged in the distributive occupations, whether it be wholesale or retail trade. \frac{1}{} To put it another way, one of every eight gainfully employed workers is engaged in a distributive occupation. Obviously, the question arises as to the sources from which these store workers are obtained. Doctor Haas furnishes the following information in answer to the query:

"It is estimated that 150,000 youth eighteen to nineteen years of age find their first employment in distributive occupations each year. An additional 130,000 persons between the ages of twenty and twenty-four enter the distributive field each year, many of them from other occupations. Relatively few of those entering the distributive occupations have had any effective vocational training for their employment. Largely because of the lack of training on the part of the employees the rate of labor turnover in retail stores is extremely high, probably 25 per cent or more annually. Much of the labor turnover and many of the business failures can be traced directly to incompetency of personnel, due to the lack of adequate training. There is no doubt that adequate and appropriate training for owners, manager, executives and store workers would result in more economical and efficient merchandising method, a reduction in labor turn-over, and a consequent reduction in the costs of operation."2/

The writer feels at liberty to cite the work of Haas frequently in that he is one of the outstanding authorities in this field.

^{1.} Census of the United States, 1930, Report on Occupations. 2. Op. cit., p.9.

Our Mational Mond: It is estimated that 12g per sent of our working normalation of the United States is ongaged in the distributive oraquetions, shother it be wholesale or relationally enaloyed workers is engaged in a distributive established workers is engaged in a distributive oraquetion. Obviously, the question arises as to the sanches from shide these ators workers are obtained. Doctor local from shide these ators workers are obtained. Doctor local formalishes the following insormation in enswer to the query:

to minerace years of are find their first employment, to minerace years of are find their first employment in distributive observed and the start year. An arditional field, 200 persons between the start year of themity and twenty-four enter the distributive field saon year, then of these from other occupations. Islatively few of these satisficative occupations, islatively few of these satisficants testinam for their faw of the sampley because of the lask of training on the part of the sampleyers the cate of its ding over in retail stores is extremely him, embedly the over one sagnally. One of the labor turn-over on ready of the business can be sended duractly to intermediate. There is no doubt that directly to intermediate training for emers, and somewhat are more somewhat are reduction in the costs of operation. The more sandiction in the costs of operation. The more sandiction in the costs of operation.

The writter feels at liberty to site the work of Hans irequestly in that he is one of the outstanding amountiiss in this field.

^{1.} Centra of the United States, 1880, Report on Compations.

Effect Upon Producer Distribution and Consumer: "Only
41 cents of every dollar expended by American consumers for
goods of various kinds," say Stewart and Demhurst, "goes
to the producers of the goods. The other 59 cents represents
the cost of distribution." It is incorrect to assume
that this is the lowest cost possible because of the
tremendous costs of operating our high speed transportation
system. It is also erroneous to assume that duplication
of facilities and services are the main reasons. Much of
the high cost of distribution which results from business
failures, labor turn-overs, and inefficient management
are borne by the consumer as well.

There is little need to go into detail to discuss
the inter-dependency of the producer and distributor upon
one another. The distributor is dependent upon the producer
for the goods demanded by the consumer. At the same time
the producer is dependent upon the distributor for the
sale of these goods. Better training of store managers
and employees will result in improved retailing. The
resultant benefit to the producer will be permanency,
stability, and dependability of the agencies of distribution through which the goods are marketed.

I. P.W. Stewart and J.W. Demhurst, "Does Distribution Cost Too Much?" (New York: The Twentieth Century Fund).

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Any reduction in the cost of distribution would be shared by the consumer through increased purchasing power and a higher standard of living. Another benefit accruing to the consumer as a result of improved preparation and training would be the receiving of intelligent and helpful service. It is not difficult to envision the pleasure of dealing with a salesperson who is intelligent and helpful. Education and training would equip the retail worker with a knowledge of the service qualities of the goods he is selling and knowledge of the satisfactions to be derived by the customer from use of the goods.

The Need Related To Quincy: The present commercial curriculum in Quincy is divided into the bookkeeping division, stenographic division, and the clerical division according to the program of studies furnished by the Department of Guidance and Research of the Quincy Public Schools for the school year 1945-1946. There is no salesmanship nor retail selling curriculum provided. The only possible instruction for students in this field is through the medium of electives offered in the twelfth grade. Boys may elect the combined subject of salesmanship and advertising for three periods per week in their senior

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year. Girls may elect retail selling for a like number of periods in their senior year. Each subject carries three credits toward graduation requirements.

The school department provided the writer with total enrollment figures for the two high schools in the city. Quincy High School has a total enrollment of thirteen hundred students while North Quincy High School has nine hundred. It should be noted at this time that Quincy uses the 6-3-3 system of organization in order that the figures may have greater import. It is difficult to determine the enrollment in the subjects previously noted because of their elective status.

This study is limited to an investigation of the training needs evident in those seeking first employment in the retail store field. It is merely one step in the establishment of a retail selling curriculum. An exhaustive and complete study for the purpose of introducing such a curriculum should involve a survey of the job opportunities in the retail field. Such a study is not within the confines of this thesis since the introduction of a new curriculum is a committee venture.

However, some data must be afforded the reader concerning the volume of retail trade in Quincy. The

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census of distribution for 1940 / furnishes an interesting analysis of sales from 1929 to 1939 for Quincy:

			PER CAPITA SALES		STORES PER	10,000 Pepulation
YEAR .	STORES	SALES	LOCAL	STATE	LOCAL	STATE
1939	921	35,107,000	463.09	401.93	121.5	137.2
1935	827	24,097,000	313.32	335.83	107.5	127.6
1933	747	19,807,000	275.16	281.24	103.8	123.4
1929	869	32,745,000	454.90	483.57	120.7	127.5

The writer feels that these figures are worthy of explanation. The year 1939 shows an increase of fifty-two stores, \$2,362,000 in sales, \$8.19 per capita sales, and an increase of .8 stores per 10,000 population over the extremely prosperous year of 1929.

Another interesting comparison is made for the year 1939 between Quincy and the state as a whole. Per capita sales in Quincy exceed those of the state by #61.16 while the number of stores per ten thousand population decreased by 15.7 when compared with the state for the same year.

The Quincy Chamber of Commerce provided the writer with the exact figure for the population of Quincy at the close of 1945. The population of Quincy at that time was 82,084.

^{1.} Census of the United States, 1940, Report on Distribution.

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^{1.} Seeing of the Welled States, Last, espect on

In a personal conference with Doctor Haas the writer was given encouragement for the undertaking of this study. Haas is of the opinion that selling occupations provide employment for enough youths in almost any community large enough to support a high school to justify an investigation of the desirability of offering high school instruction in the retail occupations. If an authority in the field can make such a daring statement, the writer feels that a city with two large high schools, 921 retail stores, \$35,107,000 retail sales, and per capita sales of \$463.09 in 1939 and a population of 82,084 in 1945 is definitely worthy of investigation.

Cause of Present Status: In studying the field of distribution the writer is greatly impressed by the fact that the field receives over 280,000 new annual recruits at high school age and employs one-eighth of the nation's gainfully occupied workers. However, the situation is paradoxical when the following facts are considered:

- 1. The field involves phases of all the arts and sciences, but is usually regarded as a job anyone can perform.
- 2. The field has been recognized as worthy of inclusion in barely one per cent of our high school curricula.

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3. The field admits almost anyone regardless of his educational experience.

It must be realized that retailing is one of the larger phases of distribution. The cause of the previously stated paradox is that merchants and educators have both been at fault. Traditionally, merchants have been proud of their "self-madeness" and have been satisfied with their lot as the remnant of the "old guard" who believe that learning is accomplished only on the job. Their attitude has been unconsciously encouraged by conservative educators who have been reluctant to train students for an "ordinary" occupation. Educators and merchants have both usually assumed that anyone can work in a store.

Despite the present chaotic condition of retail selling in the public schools there are hopeful signs of progress. Merchants and schoolmen alike are awakening to certain pertinent facts. One is that modern retailing is a technical occupation with its own technical methods and areas of knowledge. Another is that the large increase in school enrollments in recent years has served to focus attention upon the need for preparing students, who, for various reasons, are unable to further their education beyond the secondary level, for a living in a definite trade or occupation after they have finished

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high school. For years practically all high school courses have been aimed primarily at college and university requirements, regardless of occupational opportunity or individual differences.

Effect of Preparation: Rather than list the accomplishments of instruction in retail selling at this time the writer feels that this phase of the study would have greater use if applied to the specific situation in Quincy after an examination of the findings of this study. However, at this juncture it seems sagacious to state that preparation and training stress not only economic benefits to both employer and employee, but also the feeling of pride which is concomitant with the trained worker. "The most prized asset that any of us can have", says Wallace, "is the sense of belonging: the feeling that we are a part of something, that we are appreciated, that our efforts do count, that we can look ahead with mutual hope and confidence. "1/ What is done is not as important as how it is done. The very fact that the employee feels that his efforts are important can do much towards improving the type of service to be rendered.

^{1.} Henry A. Wallace, "Sixty Million Jobs" (New York: Simon and Schuster, 1945), p. 8.

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III. PREVIOUS RESEARCH

The Job Analysis: Inasmuch as this study applies the results of various job analyses to the specific locality of Quincy the writer deems mention of job analyses in retailing essential to a valid study. Whenever possible a scientific and careful job analysis should be taken of the occupation in question before any curricula construction or change is attempted. The job analysis is a progressive and continuous effort which must be taken and retaken at frequent intervals to meet the constantly changing nature of retailing. It involves repeated analysis of the activities of the store worker until further analyses fail to alter the previous list of duties. "The problem of activity analysis resolves itself in the field of commercial education," says Lomax, "into a practical problem of occupational analysis, which is a method of determining the component elements of an occupation in relation to the qualifications of the worker who performs the occupational duties."1/

In addition to its use as a basis for curriculum construction the job analysis serves a dual purpose for prospective workers. As a result of the job analysis

^{1.} Paul S. Lomax, "Commercial Teaching Problems" (New York: Prentice Hall, 1928), p.74.

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students can be shown the advantages of one type of establishment compared to another. The job analysis ahould provide techniques of store operation to help the students determine the particular branch of the retail business he might desire to choose as his specialty. Another type of job analysis provides the student with a well rounded perspective of retailing principles and practices. The writer's study is primarily concerned with the latter purpose.

The greatest contributions to job analyses in the retail field have been made by the Job Analysis and Information Section, Division of Standards and Research of the United States Department of Labor. The Dictionary of Occupational Titles Part I¹/lists the general duties in the making of a sale plus standard store duties in attempting to define the work of a salesperson. It goes further to classify salespeople according to the product sold and enlarges upon the duties of a salesperson according to the peculiarities of the product being sold. With the exception of the general duties listed the Dictionary tends to describe the work through the medium

^{1. &}quot;Dictionary of Occupational Titles," Part I (Washington, D, C.: United States Government Printing Office)

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of job performance rather than through the listing of job duties.

Murray Banks1/ made a job analysis of seventy-eight representative selling positions to find the duties frequently performed in establishing a course of study in distributive education for Millville High School, Millville, New Jersey. As a result of the analysis Banks divided the duties into four categories:

- 1. Retail Salesmanship
- 2. Principles and Practices of Retailing
- 3. Psychology of Human Relations
- 4. Conference on Store Practice and Job Problems

A study which parallels that undertaken by the writer more closely than those previously stated is Nolan's2/ thesis at New York University. He proposed a distributive education program for variety stores through an analysis of duties and suggested syllabi.

Nolan's study is larger than the writer's in scope in that he not only analyzed existing duties but prepared a syllabi for the training of saleswomen and assistant managers both in two hundred and twenty-seven McLellan Stores involving thirty states. His study is similar in

ruary, 1945). Monograph 61.

L. Murray Banks, "A Course of Study in Distributive Education Based on Job Analysis", Industrial Arts and Vocational
Education, XXXII No.5(May, 1943) p.417-420.

2. C. A. Nolan, "A Distributive Education Program for Variety
Stores(Cinncinati; South-Western Publishing Company. Feb-

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that he sought the following types of information:

- 1. The degree of difficulty the employee attaches to his duties.
- 2. A discussion of duties employees think can be better learned on the job.
- 3. A discussion of duties that can be better learned by both in school and on-the-job training.

Of the 150 duties listed on the questionnaire for saleswomen only a few saleswomen indicated that about 30 per cent of these 150 duties could be better learned in school. Many answers, however, indicated the belief that work could be learned by a combination of school training plus practical experience advantageously. However, the strongest feeling was for learning the work on the job. Nolan felt that this overwhelming majority was convincing proof that the saleswomen who answered the questionnaire either have had unfortunate experiences with school courses in salesmanship or, more probably, have no idea how such school courses would function.

In analyzing the saleswomen's reaction to the difficulty of the respective duties it was found that eleven of the 150 duties were unanimously indicated as

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being easy to handle. One hundred and thirty-nine duties were considered difficult by from one to one hundred and thirteen individuals. Those duties considered most difficult included responsibility for leakage, training extra saleswomen, arranging displays in accordance with directions from the home office, getting on with impatient customers, and helping to take in "on hands" in other departments.

with the war to war in the more sed to be the selection of the March 25 aum formatione acidili isolib . stock withit as telest . Therefore we will be father to the amount for her

THE STUDY

Procedure: In making the analysis of the training needs evident in those seeking first employment in the retail field it was felt that both employees and representatives of management should be interviewed. The writer is of the opinion that replies from representatives of both groups are more conducive to a valid study in that the representative of management has witnessed numerous employees undertaking the multitudinous duties of the retail store worker. Also the reply of the employee is essential in order that the reactions of the individual facing the duties may be sampled.

The writer used the personal contact method of distributing and collecting the check list. The reason for the use of personal contact was two fold. It was believed that a greater percentage of returns would be realized; this contention proved valuable inasmuch as many of the managers expressed a profound desire to cooperate but it was necessary to make repeat calls on many because of the exigencies of business. In addition to the factor of returns it seemed necessary to exercise control over the

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meaning which could be attached to a few of the duties and many of the personal qualities involved. As an example of this, many of the managers and employees were disposed to use the term "tolerance" in the sense of condescension and forbearance rather than in the sense of mutual respect.

The Letter And Check List: It was realized that it would be impossible to speak to every employee personally so in many cases two letters and check lists were left with the manager for distribution. The letter was designed to impress the manager and employee with the purpose of the study and their importance to a successful study.

In the preparation of the check list it was necessary to utilize many of the duties found in the previously cited job analyses. In selecting these duties an attempt was made to use only those important duties which would be universally performed by the employees in all types of stores to be sampled. No attempt was made to break down an inclusive duty into its component parts inasmuch as the writer realized that brevity of the check list was an important factor in securing cooperation of the employer and employee.

The duties were classified as clerical, selling technique, and handling customers while essential

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In the presention of the check lift is was made in to milite ment of the duties four in the strend and interpreted to use only these important outlies which would be universally preferred by the en lovees in all types of stores to be supplied. No strend was made to break down at inclusive duty into its commonent parks inserted as the universal issues in the breaking universal into the sound of the sheet on the sendoner and the sheet of the endloyer and the sheet on of the endloyer and or an endloyer.

neffer the bries of the classifier as clerical, selling

9 Wall Street, Quincy, Mass.

Dear Sir:

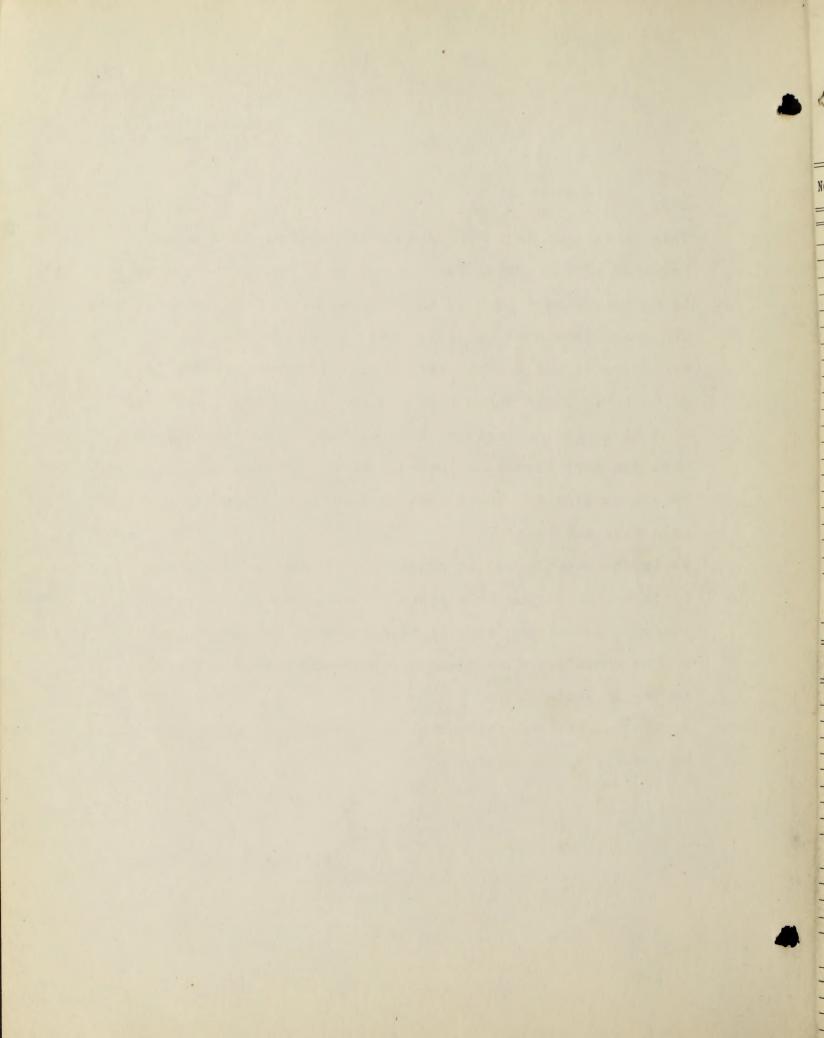
This check list is being used in preparation of a paper required of candidates for the Master of Education degree at Boston University. It is being submitted to the sales managers, personnel managers, individual proprietors and employees of one hundred retail establishments in the City of Quincy. It is hoped that the results of the check list will give some indication as to whether or not there is a need for more extensive instruction and orientation in retail selling for those seeking initial employment in distributive occupations.

We in the schools cannot adequately prepare students for business and living unless you inform us as to our past accomplishments and suggest ways in which we can graduate a more competent worker and consequently a more efficient member of society.

Your cooperation is essential to a successful study and will be greatly appreciated.

Yours truly,

William Thomas Hutchinson



Please check whether each of the abilities and personal qualities listed below can be better acquired in school, on the job, or by combination of the two. Also indicate whether you consider the learning or acquiring hard or easy.

CLERICAL

No.		Place of Learning			Difficulty of Learning	
		SCHOOL	JOB	вотн	HARD	EASY
7	Calanda to mbat the sustance of the man	SCHOOL	300	50111	HARD	- LAST
1	Calculate what the customer is to pay					
2	Write sales checks					
3	Keep record of sales					
4	Make change					
5	Handle phone orders					
6	Give prices and estimates over phone					
7	Operate cash register					
8	Write register error slips					
	Take inventory					
	Keep record of returns					
11						
12						
13						
14						
16	Make out bank slips Turn in money to office					
17			-			
18						
	Inspect incoming merchandise		*			
20						
21						
22	Tallying item under correct department so	-				
	that management has accurate department	+ +	- 1			
23	sales figures. Figuring turnover for dept. when necessary					
20	righting throver for dept. when hecessary					
	SELLING TECHNIQUE					
				8		
24	Demonstrate goods					
25						
26	Talk up merchandise					
27	Try to increase average sale					
	Close the sale					
29	Suggest additional goods					
30	Suggest substitute goods					
31	Suggest large size or quantity					
32						
33	Stress benefits received from larger size					
	or better quality					
34	Mention special sales in other depts.					
	Recommend services such as credit etc.					
36	Mention advertising					
73	Mention guarantee					
20	Using personal experiences as a means of					
	providing merchandise information					
	Mention specials					
	Meeting objections concerning price					
41						
42	Meeting objections offered to postpone action					

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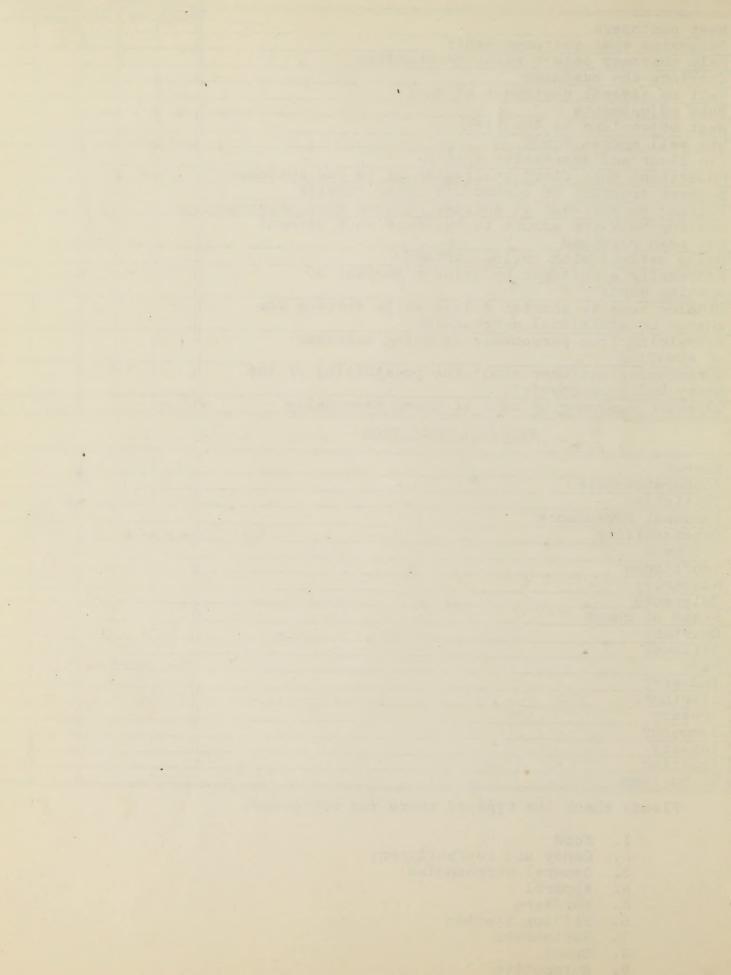
	HANDLING CUSTOMERS 25.					
NT -			ce o	ſ	Diffi	culty
No.		-	rnin	g	of Le	arning
43	Meet customers	SCHOOL	JOB	ВОТН	HARD	EASY
44	Determine what customer wants					
1	Help customer select right merchandise	,				,
40	Convince the customer					
47	Wait on several customers at once					
48	Make adjustments					
49	Meet objections to the firm					
50	Use well chosen words					
51	Use clear and expressive speech					
52	Understand that first obligation is to the customer					
53	Suggest wrapping of customer's other bundles					
54	Waiting on customer at another counter when necessary					
55	Calling back the amount to customer once payment has been received					
56	Being patient with trying customer					
57	Addressing a customer by using a variety of					
0,	opening words					
58	Finding ways to shorten delays while waiting for					
	change or additional merchandise					
59	Refraining from personally accusing customer					
	of stealing					
60	Questioning customer about the possibility of the					
	money being counterfeit					
61	Greeting customer by name if known personally					
	PERSONAL QUALITIES					
===				-		
1	Energy					
2.	Cooperativeness					
3	Initiative				Cal.	
4 5	Personal Appearance					
6	Dependability Judgment					
7	Confidence					
8	Sincerity					
9	Tolerance					
10	Sense of Humor					
11	Courtesy					
12	Attitude					
13	Tact					
14	Industry					
15	Alertness					
16	Honesty					
17	Sympathy					
18	Loyalty					
19	Ambition					

Please check the type of store you represent.

1. Food

20 Enthusiasm

- 2. Candy and confectionery
- General merchandise 3.
- 4. Apparel
- Hardware 5.
- Filling Station Restaurant 6.
- 7.
- 8. Drugs
- 9. Automotive
- 10. Furniture - Radio
- 11. Other (designate type)



characteristics were categorized under the heading of personal qualities. In all, sixty-one duties were chosen and divided into twenty-three Clerical, nineteen Selling Technique, and nineteen Handling Customers. The managers and employees were asked to judge twenty Personal Qualities.

The employer and employee was asked to designate the place where skill in performance of the duty could best be acquired. The check list provided three columns headed "school", "job", and "both" in which the employer and employee were asked to place a check mark which would show where the skill could be best acquired. In addition, two columns were provided so that the skill could be determined as being hard or easy to learn. In determining whether a duty is hard or easy to learn the writer informed those completing the check list that the time element involved was an important factor.

The same procedure was used in seeking replies concerning the place and difficulty of acquiring the stated personal qualities. At the end of the check list provision was made for the designation of the type of store represented.

characteristics were estagordzed under the heading of personal qualities. In all, sixty-one cuties were chosen and divided into twenty-three Clerical, threeteen delling Technique, and nineteen Handiing Guetomers. The tanagers and employees were asked to judge twenty Forsonal qualities.

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The same procedure was used in specing replies onecerming the pince and difficulty of acquising the stated personal qualities. At the end of the cheir list provision was aske for the designation of the type of store represented. Scope: One hundred and five retail establishments in Quincy were personally visited by the writer. Only five employers expressed desire not to participate in the study and consequently it did not seem wise to solicit the aid of the employees in such stores thus necessitating calls on five extra stores.

The types of stores selected to participate were determined according to the classifications used by the 1940 Census of Distribution / in its analysis of the sales of the city of Quincy for 1939. The types of stores and the number of check lists distributed are found below. The reader should be cognizant of the fact that an employer and employee were represented in each store:

TYPE	EMPLOYER	EMPLOYEE
Food Candy and Confectionery General Merchandise Apparel Hardware Filling Station Restaurant Drugs Automotive Furniture-Radios Other	10 10 15 10 10 6 6 10 10 7 6	10 10 15 10 10 6 6 10 10 7 6

^{1.} Census of the United States, 1940, Report on Distribution.

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The proportionate distribution was arbitrary and subject to criticism, but the writer based his proportions on the likelihood of students finding their first employment in the types of stores represented. Lumber and Building was specifically omitted because of the demand for a more matured and experienced individual than is characterized by the typical high school graduate. Drinking establishments and package goods stores were eliminated from the study in face of the legal age requirements for employment.

Limitations: The validity of the study is limited in that only one hundred stores are represented while the 1940 Census of Distribution / lists nine hundred and twenty-one operating retail stores in the city of Quincy as of 1939. Inasmuch as the personal contact method was used, inclusion of a greater number of stores would have proved difficult. The writer has cited previously his reasons for use of the personal contact.

A further limitation of the study evolves through
the use of duties determined by representative job analyses.
The shortcomings of the job analysis are well set forth
by Lomax:2/

1. The method of occupational analysis is not yet highly refined.

^{1.} Census of the United States, 1940, Report on Distribution. 2. Paul S. Lomax, op. cit.,pp. 77-80.

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- 2. The method of occupational analysis involves the question of transfer of training.
- 3. The method of occupational analysis reveals what men actually do at work, but not what men should do.
- 4. The method of occupational analysis differentiates men at work into a multitude of duties and character traits but does not integrate such for the control and solution of new problem situations.

Despite these inadequacies educators are in general agreement that the job analysis is the best foundation for the construction of a vocational course of study.

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CHAPTER III

FINDINGS AND ANALYSIS

Check List Returns: In tabulating the check list returns only those check lists which were representative of an employer and employee in each store were used. The writer felt this to be the best procedure in that every store would be represented by an employer and employee working under the same conditions. In addition, the statistical data could be more easily interpreted by the reader. Table I shows the actual number of check lists distributed to each type store as well as the number collected.

TABLE I
Check List Distribution Data

Туре	Distributed	Collected	Per Cent Collected
Food	10	10	100
Candy and Confectionery	10	7	70
General Merchandise	15	15	100
Apparel	10	7	70
Hardware	10	5	50
Filling Station	6	3	50
Restaurant	6	3	50
Drugs	10	7	70
Automotive	10	6	60
Furniture-Radios	7	4	57
Other	6	4	67
Total	100	71	71

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Before continuing further with an analysis of check list returns the reader should be reminded that the table is constructed on the basis of stores contacted and on stores in which complete cooperation was received.

Actually two check lists were left at each store and the number of check lists distributed and collected twice exceeds the number of returns designated by the table.

This is necessitated by the fact that an employer and an employee are represented in each store. However, the percentage of collection remains the same in either case.

The hundred per cent return which was realized in both food and general merchandise stores can be attributed largely to the constant pressure placed on the managers and proprietors in these groups by the writer through the medium of numerous repeat calls. Greater emphasis was given these two specific types because of the common knowledge that most high school graduates seeking employment in the retail field find employment in food and general merchandise stores.

It is difficult to determine the reason for the low returns from restaurants and hardware stores other than the failure by the writer to exert the constant pressure * AND THE STATE OF T . The rest in the section is an investigation of the section of th the section of the se * And to diffe the little of the manual and the little of the second LEAGE A LO ALLE AND A STATE OF THE STATE OF were all and the restaurance of the same and the sections A PARON THE THE PROPERTY OF THE

exercised in the case of the food and general merchandise stores. On the other hand, a few of the six filling station proprietors showed profound interest in the study primarily because they felt that their employees should be skilled mechanics and stressed the need for mechanics rather than salesmen. It should be stated at this point that no attempt was made to contact employees in establishments where the proprietor had shown reluctance to cooperate.

Analysis of Total Employer-Employee Returns: The greatest emphasis on analysis of the returns was placed on the combined returns of all the stores represented in the study(Table II). If any immediate use is to be made of the data compiled, the logical procedure would be to use the combined returns inasmuch as it would be quite difficult to set up a course of study designed to prepare students for service in the various types of stores without having first organized a successful retail selling program of a somewhat general nature. However, the writer realizes that returns from the types of stores represented in the study are of great import and each type will be analyzed in the light of agreement and disagreement with the total.

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In the complete tabulation of returns (Table II, page 34) the sixty-one duties and twenty personal qualities are listed with the number of employers and employees designating where the duties can best be learned and the personal qualities best acquired. In addition, the ease of learning and acquiring is shown by tabulation of replies.

An analysis of Table II reveals several significant factors. Of a possible total of 1656 choices, seventy-two employers designating the best place of learning twenty-three clerical duties, the school was considered the best place of learning the duty in only 150 cases or 9 per cent. The replies of the seventy-two employees in designating the place of learning the twenty-three clerical duties shows that the employees were even less disposed to feel that school is the place where proficiency in performance of these duties can best be acquired with school being mentioned in only 114 cases or 7 per cent.

Of a possible total of 1656 choices the job was designated as the best place of learning the clerical duties in 45.5 per cent or 753 of the cases by the employers while the employees felt that the job was the best place in 45 per cent or 746 of the cases.

^{1.} NOTE: All figures are carried to two decimal places except in cases where it would afford inadequate comparison.

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NO.	DUTY OR QUALITY	EMPLOYER					EMPLOYEE				
	CLERICAL DUTIES:	JCHOOL	JoB	Вотн	HARD	EASY	ScHOOL	Jose	BoTH	HARD	EASY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Calculate what the oustomer is to pay. Write sales checks	20 18 3 0 10 7 7 2 9 4 1 3 7 30 0 0 1 0 1 0 0 1 0 0 1 0 0 1 0 0 1 0 1	11 37 55 51	47 38 47 47 47 47 47 47 47 47 47 47	196 H 178 H 197 H	28.8 25.2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	11 14 10 12 5 10 10 11 15 14 27 5 5 1 0 2	12日 120000000000000000000000000000000000	身体 132 138 135 135 135 135 135 135 135 135	4932101659375543255526119555541 日午 66	32 55 51 68 56 22 56 52 23 54 59 54 66 66 52 23 58 77 24 25 1000
24 25 26 27 28 29 30 51 32 35 34 55 56 57 38 39 44 14 2	Demonstrate goods. Neet ebjections to merchandiae	4426666 52276 3521	23 46 27 35 29 29 31 29 19 33 29 14 46 26 38 39 57 ²	1725年334年37 37 3537 4837年552 25年333331 724	28 of 44 48 88	84		25 31 35 31 27 24 39 57 32 44 47 614	12 37 27 27 21 665	3363834927 3	
43 44 45 45 45 45 45 45 45 45 45 45 45 45	PERSONAL QUALITIES:	0 0 1 0 2 3 31 36 5 12 1 16 0 10 0 1	133.463.465550 2 19374 4156 2B 18 49 3950 752	31 38 26 37 8 15 15 15 15 15 15 15 15 15 15 15 15 16 16 17 16 16 16 16 16 16 16 16 16 16 16 16 16	32 32 34 34 34 34 34 34 34 34 34 34 34 34 34	71 63 69 5 42 30 36 31 60	3 4 2 1 1 0 5 5 2 1 2 4 6 8 1 1 0 4 6 1 8 9 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	200 mm m	27 12 21 9 14 52 25 5 22 17 32 16 25 25 21	11 59 45 47 55 52 11 7 4 0 4 2 64 15 4 35 29 1 554	61 22 27 8 25 12 261 65 58 72 58 70 8 57 28 37 45 71 814
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 19 20	Emergy. Cooperativemess. Initiative. Personal Appearance. Dependebility. Judgment. Cenfidence. Sincerity. Tolerance. Bense of Eumor. Courtesy. Attitude. Tact. Industry. Alertasss. Eonesty. Sympathy. Loyalty. Ambition. Enthusiasm. Enthusiasm.	15 17 5 4 5 5 4 5 9	9 5 12 2 6 13 28 19 18 6 2 25 15 19 6 3 13 11 7 18 237	88 85 七七 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	15 25 38 12 25 56 51 19 55 17 13 14 62 28 11 4 25 50 15 15 15 15 15 15 16 16 16 16 16 16 16 16 16 16 16 16 16	57 47 34 60 49 49 49 49 49 49 49 49 49 49 49 49 49	26296449317465	20 19 26 0 5 145 19 27 3 4 22 22 26 5 4 15 28	165 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	13 25 31 30 55 49 22 69 6 45 60 51 7 1 30 9 8 10 10 10 10 10 10 10 10 10 10 10 10 10	541186152000000000000000000000000000000000000

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TE - TARRECE ENGREENT MARRIAGE	HARM				
EE BIPTH BARBERRABER	BOTH	37.58			
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a wassattattataoonon	54 535				

The combination of school and job training suggested by the writer in his check list was designated by employers as the best place of learning the twenty-three clerical duties in 753 or 45.5 per cent of the cases. The employees were inclined to believe that school-job training was superior to a greater extent; seventy-two employees showed a preference for school-job training in 796 cases or 48 per cent.

In determining the difficulty of learning the clerical duties the employers designated the clerical duties as hard to learn in 624 or 38 per cent of the cases and easy to learn in 1,032 cases or 62 per cent. The employees believed the clerical duties to be more difficult to learn as the seventy-two employees made 656 choices of hard compared to 1,000 easy. In terms of percentage the employees showed the clerical duties to be hard to learn in 40 per cent of the cases and easy to learn in 60 per cent.

In studying the duties classified as selling technique the same procedure was used as in the case of the clerical duties. Seventy-two employers were asked to make 1368 choices as to the place where the duty could be best learned as well as 1368 choices as to the determination of difficulty. The employers expressed preference for

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school training in seventy-two instances or 5.3 per cent of the choices. The employees expressed a slightly higher preference for school training. Seventy-two employees felt school training to be superior in eighty-nine or 5.4 per cent of the cases.

As in the case of the clerical duties both employers and employees were of the opinion that the duties associated with selling technique could be learned better on the job than in school. The employers designated the job as the place to learn selling duties in 572 instances or 42 per cent while the employees preferred job training in 45 per cent or 614 cases. As in the case of clerical duties both of these figures represent a substantial increase over the percentage preferring school training in either group.

In contrast to the replies as to where clerical duties could best be learned the employers felt that selling duties could be learned to greater advantage if instruction were offered in a combined school-job program. The tabulation of the check lists showed that 724 choices were made by employers for school-job training which represents an eleven per cent increase in the preference for school-job training as against job training. The employees also placed great stress upon the desirability of school-job

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training rather than upon job training in itself for 665 choices were expressed representing the fact that they felt the combined program of instruction to be superior in approximately forty-nine per cent of the cases. However, this represents an increase of approximately only one per cent in preference for school-job training as compared to employees replies on the clerical duties.

It is interesting to note the similarity of opinion expressed by employers and employees in determining the difficulty of learning the duties classified as selling technique by writer. The employers termed the duties hard to learn in 698(51 per cent) or a majority of cases while the employees considered the learning hard in forty-nine per cent. It is significant to note that both the employers and employees considered the duties listed as selling technique harder to learn by thirteen and nine per cent respectively.

The last classification of duties analyzed consisted of those duties which involve the handling of customers. The total preference for school training (seventy-two employers or employees making a possible choice of school as the best place of instruction) shows that 120 choices (8.7 per cent of the total choices by employers) were made

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by the employers and 110 choices (8 per cent of the total choices by employees) by the employees. The reader may possibly be nonplussed by the fact that the employers and employees designated school as the best place to learn these duties to a greater extent than selling duties. It is not the writer's intention to analyze those duties which give vent to such a situation as a general procedure in this study; however, scientific analyzation is not necessary to notice the cause of this situation. Duties fifty and fifty-one, the use of well chosen words and the use of clear and expressive speech, were infrequently selected for school training.

The job was selected as the best place to learn customer duties by the employers in 752 or 54 per cent of the selections while the employees selected the job in 764 cases or 56 per cent. An examination of the check list (page 24 and 25) will show the reader that the duties involve customer contact which employers and employees alike could not envision in the classroom even under simulated conditions in that the majority preferred the job as the place of learning.

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The belief just voiced by the writer is further based on the comparatively small percentage of school-job selections made by both employers and employees. The employers selected the school-job combination in only 496 cases or 36.3 per cent which is almost eighteen per cent less than the percentage of selections for job training. In addition the employees expressed preference for school-job training in only 484 instances or 35.4 per cent as compared to a fifty-six per cent preference for job training.

The employers considered the customer duties more difficult to learn than did the employees. The employers made 673 hard choices (49 per cent) and 695 easy (51 per cent) while the employees considered the duties hard in 554 cases (40 per cent) and easy in 814 cases (60 per cent).

In concluding the analysis of the total returns from employers and employees it becomes necessary to examine the replies as to the place and difficulty of acquiring those personal qualities suggested on the check list. It is significant to note that employers indicated that the personal qualities could be better acquired in school in 314 instances or twenty-two per cent while the employees indicated a preference for the school as the superior

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place for acquisition in 196 cases or fourteen per cent.

The employers were even less disposed to select the job as the best place for acquiring the qualities. Only 237 selections were made by employers which represents but sixteen per cent of the choices. The employees showed greater faith in job training as evidenced by their 358 choices (24 per cent of the total).

Both employers and employees were in agreement in placing the greatest emphasis upon school-job development. The employers selected the combined program in 889 cases or sixty-two per cent while the employees selected the school-job combination in 886 instances or 61.5 per cent. The employers considered the personal qualities hard to acquire or develop in 560 cases or thirty-eight per cent, and the employees termed the qualities hard to acquire in thirty-four per cent or 492 cases.

Analysis of Replies from Food Stores: As shown by
the tabulation of returns from the food stores in Table III
(page 41), the ten employers and ten employees each made
230 selections as to the best place for learning the
clerical duties and an equal number of selections in the
determination of difficulty in learning. The employers
designated school as the place of learning in 44 instances

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TABULATION OF FOOD STORE REPLIES

NC	DUTT OR QUALITY		EMPLOYER				EMPLOYEE				
	CLERICAL OUTLES:	School		=		EASY	SCHOOL		I		ASY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Calculate what the sustomer is to pay. Write sales check	326100131541248000002	03139777702547408277775 53 105	7556132093151222833333 47 83	702850705215504188681 28 99	310 82 50 310 58 97 710 69 22 42 98 2	33300011224111251100001 21 35	311586332075210508093 25	466523656624775492916 64 66	634337129717543159351 60	4767773981393767951759 40
24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42	Demonstrate goods. Meet sbjectichs to merchandise. Telk up merchandise. Try to increase average sele. Close the cale Suggest additional goods Suggest large size or quantity Suggest better quality. Stress benefits received from larger size or better quality. Mention special seles in other departments. Recommend services such as credit, etc Mention guarantee Mention guarantee Using personal experience as a means of praviding merchandise information Mention specials. Meeting objections concerning price. Meeting objections concerning eustomers' wants. Meeting objections offered to postpone action TOTAL HANDLING CUSTOMERS:	0	180512121 15425 44998 7	728596767 74676 6411 2	6 9 7 10 8 2 3 5 3 5 2 7 2 3 7 1 9 9 9 105	1413028777 58387 39111 85	2110111121 211223 0110000 21	3722212444 48311 96677 81	528787545 41576 13453 88	4 10 2 6 7 1 4 4 3 3 5 1 1 3 4 10 9 10 92	608439677 47599 76010 98
45 45 45 46 47 49 51 52 55 55 55 57 58	Meet oustomers. Determine whet customer wants. Help customer select right merchandiss. Convince the oustomer. Wait on several oustomers at once. Make adjustments. Meet objections to the firm. Use well chosen words. Use clear and expressive speech. Understand that first obligation is to the oustomer. Suggest wrapping of customer's other bundles. Waiting on oustomer at another counter when necessary. Celling back the amount to customer ence payment has been received. Being patient with trying oustomers. Addressing a customer by using a variety of opening words. Finding meys shorten delays while welting for change or additional merchandise.	000001077160 40 2 0	624288900529 48 3 6	486821155421 22 5 4	978968 1066412 28 6 9	132142044698 82 2 1	0 1 1 0 0 0 0 1 2 5 5 1 2 0 0 3 1 2 0 0 3 1 2 0 0 3 1 2 0 0 3 1 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	956485700279 48 1	144624155711 31 7 3	4970 1078911502 00 10 5 6	6 1 3 0 3 2 1 9 9 5 1 0 0 5 1 1 0 0 5 1 1 0 0 0 5 1 1 0 0 0 0
59 60 61	or additional merchandise	0	6 7 9 98	4 2 1	9 10 3	1 0 7 65	1 2 0 26	6 6 8	3 2 2 2 62	7 8 1 100	3 2 9 90
12 74 56 78 9 10 11 12 13 14 15 16 17 18 19 20	Energy. Cooperativeness. Initiative. Personal Appearance. Dependability. Judgment. Confidence. Sincerity. Telerance. Sense of Eumor. Conrtesy. Attitude. Tast. Industry. Alertness. Bonesty. Sympethy. Loyalty. Ambition. Enthusiesm.	34573111136411496357	000000000000000000000000000000000000000	76556948874477612653	2 57 2 58 7 7 10 1 2 7 10 3 4 2 1 1 3 4 2 1 1 87 1	85385237098307697689	11352001012100 242121	04000675411544 115501 48	8	14502871822992 408301	96 F 1082392881116 6 102 7 10 9

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(20 per cent) while the employees recommended school instruction in 29 cases or thirteen per cent. When these figures are compared to those representing the total returns from employers and employees representing all types of stores, the preference for school instruction in the clerical duties expressed by the employers and employees in the food stores exceeds the total school percentage by eleven per cent in the case of the employers and eight per cent in the case of the employees. One hundred and three selections were made for job training in clerical duties (44 per cent) by the employers in the food stores. This figure closely parallels the 45.5 per cent selections of the employers representing all types of stores for job training. The employees of the food stores, on the other hand, professed a desire for job training in eighty-nine (39 per cent) of the choices which is 6 per cent less than the percentage of job choices made by all employees representing all of the stores.

The ten employers representing the food stores expressed a preference for the school-job combination which differed greatly from the total choices made in all stores.

The employers indicated a preference for school-job training

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in eighty-three cases which is over 9 per cent less than the total school-job percentage. The employees in the food stores desired clerical duty instruction in both school and job to the extent of 106 selections which is just two per cent less than the total percentage in favor.

Both employers and employees in the food stores attached a higher degree of difficulty to the learning of clerical duties than did their respective groups. The employers designated the duties as hard in 43 per cent of their choices while the employees selected hard in 45 per cent. These figures represent an increase of five per cent over the total employer and employee percentages.

In determining the place of learning those duties classified by the writer as selling technique a condition prevails which parallels the situation previously discussed in the analysis of the clerical duties. Both employers and employees in food stores indicate a greater preference for school instruction in the selling duties than is evidenced in the totals of their respective groups. The food store employers selected school as the place of learning the selling duties in nineteen instances (10 per cent) and the employees in twenty-one instances (11 per cent).

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The employers and employees both indicated a preference for job instruction over school instruction in the learning of selling duties for food stores service.

Thirty-seven per cent of the employers selections favored job training while the employees favored job training in forty-three per cent of their choices. The percentage of job choices by employers in food stores is five per cent less than the total employers preference while the employee percentage is two per cent less than that of the total employee group.

The highest percentage of selection made by both the employers and employees in food stores was for combined school-job instruction. The employers made 101 school-job selections (53 per cent) and the employees selected the combined form of instruction eighty-eight times (46 per cent). These figures show that the employers in the food stores made a percentage of school-job choices similar to that of the total employer group while the employees in the food stores placed smaller emphasis upon the combined program as constrasted to the entire employee group.

The selling duties were judged as being hard 105 times by employers in the food stores (55 per cent) of the total

by a 12th world spill another after to does and auguster but entering or control saled on the same of the same · (has could be dealer that the court of th to the contract of the contract of a contract to the while the employees designated the selling duties as being hard in ninety-two instances (48 per cent). This represents an increase of four per cent over the total percentage of hard designations made by all employers and a decrease of one per cent in the case of employees.

The final type of duty to be analyzed from the point of food store employers and employees is that which is associated with the handling of customers. The employers selected the school as the best place to learn handling customer duties twenty-nine times or 16 per cent which is 7.3 per cent more than the proportion of similar selections made by the entire group of employers contacted in the study. The employees in the food stores duplicated the action of their employers with school being selected twenty-six times (14 per cent) representing a six per cent increase over total employee percentage in favor of school.

That the employers and employees in the food stores are disposed to school instruction for the learning of customer duties to a greater extent than the entire groups of which they are a component parts is further evidenced by the decreased proportion of job choices made by food stores employers and employees as against the total

. " and the same of th . Control of the cont all pulled the arrest and a service of the land of the service of and really will be bridge topping with any company of the with the first with a trade three take at a congression with a state of . Wash to by the his till the analysis of the angle and the percentage of job choices. The reader should be cognizant of the fact that the place of learning may bear a smaller percentage when compared with the total group yet be the predominating place of instruction within a particular classification of stores as in this situation. The food store employers nominated job as the place of instruction in fifty-one per cent of the selections while the employees selected the job in fifty-four per cent of their choices. Both of these figures are less than the proportion of job choices made by all employers and employees yet are significant as the outstanding type of training suggested by food store employers and employees.

The food store employers and employees showed agreement in the extent to which they preferred school-job instruction in learning customer duties. Both groups appeared somewhat doubtful of the value of this type of instruction for learning customer duties; the food store employers favored the combined type of instruction in thirty-three per cent of their choices while the employees allotted thirty-two per cent of their selections to school-job training.

The employers representing the food stores considered the customer duties more difficult to learn than did the

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employees; employers designated the duties as hard in sixty-six per cent of their choices while the employees favored hard in fifty-three per cent of their selections. Both of these figures are well in excess of the percentage of hard designations of their respective groups.

There is a wide divergence of opinion as to the effectiveness of school development of the suggested personal qualities. Employers representing the food stores indicated a preference for school acquisition in seventy-five cases or 38 per cent while the employees designated school in only twenty-nine cases or 15 per cent. This represents a sixteen per cent increase in the percentage of school selections of food store employers over the total percentage of school choices and a seven per cent increase in the percentage of school choices of food store employees over the total employee percentage of school selections.

The food store employers placed small emphasis on job acquisition of the desired personal traits inasmuch as only seventeen job choices (8 per cent) were made which is eight per cent less than the percentage of like selections made by the entire number of employers represented in the study. Employees in the food stores believed in job

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Employers in the food stores responded to the suggested combination of school-job in the acquiring of the desired personal qualities in fifty-four per cent of their selections which is eight per cent less than the proportion of choices made by the entire employer group. The food store employees differed little in the percentage of school-job choices from the total percentage of school-job selections made by the total employees group; the food store employees selected the combined program in 62 per cent of the cases and the total employee group in 61.5 per cent.

Both employers and employees in the food stores designated the qualities as hard to acquire in a higher percentage of cases than did either of their total groups. The ten food store employers expressed an opinion of hard in forty-four per cent of the selections and the employees in thirty-eight per cent of the cases. This represents

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an increase of six per cent over the percentage of total employer selections and four per cent over the percentage of total employee.

Analysis of Replies from Candy and Confectionery

Stores: As shown by Table IV (page 50) the seven employers
and seven employees representing candy and confectionery
establishments each made one hundred and sixty-one choices
as to the best place and difficulty of learning the duties
listed by the writer on his check list. The employers and
employees representing this type of store selected the
school as the best place to learn the clerical duties in
thirteen and seven per cent of the cases respectively.
This exceeds the proportionate percentage of school
selections made by all the employers by four per cent while
candy store employees selected school in the same proportion
as did the entire employee group, (7 per cent).

The job was selected as the best place for learning the clerical duties by the candy store employers in 105 or sixty-five per cent of the selections while the employees favored the job in one hundred instances or 62 per cent.

This represents an increase of 19.5 per cent over the proportionate job selections of the total employer group

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43 445 447 499 591 591 591 591 591 591 591 591 591 5	Handling CUSTONERS: Mest austomers. Determine what oustomer wants. Convince the oustomer. Wait en several oustomers at once. Wait en several oustomers at once. Wate objections to the firm. Use well chosen words. Use clear and expressive speech. Use clear and expressive speech. Suggest wrapping of austomer's other bundles. Waiting en customer at another counter when necessary. Calling back the amount to customer once the payment has been received. Being patient with trying customers. Addressing a enstomer by using a variety of opening words. Finding ways to chorten delays while waiting for change or additional merchandis.	145020 40 2	643376601657 26 1 3	154401055100 11 4 4	356326754501 06 4 5	421451025276 71 5 2	000000000000000000000000000000000000000	7 37 4	2423000455000 10 5 2	232555632202 05 3 2	555222145575 72 4 5
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12 54 56 78 9 10 11 15 15 15 15 15 15 15 15 15 15 15 15	Energy. Cooperativeness. Initiative. Personal Appearance. Bependability. Judgment. Confidence. Sincerity. Sense of Eumor. Gourtesy. Attitud sense Industry. Alarbass. Honesty Sympathy. Loyalty. Ambition. Enthusiasn.	2 1 4 1 1	001111150205280 02200 25	2552 55526511454 13553 75	026456627255621 02612 70	-5130115050015675165 70	111251112 55122 36	32202451100533101401 38	144442155521554 25254 6	HERRITARTIA SELA CARRO 54	72550250652266 7556T 6

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and 17 per cent over the proportionate choices of the total employees representing all types of stores.

Both candy store employers and employees selected the school-job program in smaller proportions than did the total employer and employee groups. The seven candy store employers favored the combined program as the place of learning in thirty-five instances (22 per cent) while the employees designated school-job fifty times (31 per cent). As previously cited in the analysis of total returns, all the employers designated this place of learning in 45.5 per cent of their choices and the employees in 48 per cent.

The clerical duties were considered difficult to learn in thirty-nine per cent of the cases by employers in candy establishments and in thirty-eight per cent of the choices by the employees. The candy store employer percentage exceeds the proportionate selection of the entire employer group by one per cent while the candy store employee percentage is two per cent less than the proportionate choice of the total employee group.

It is significant to note that the employers and employees in the candy stores failed to designate the school as the best place of learning the selling duties

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The job was nominated as the place for learning the selling duties in sixty-seven per cent of the candy store employer choices while the employees selected the job in sixty-two per cent of the cases. This shows that the candy store employers and employees exceeded the proportionate job preference of their respective groups by twenty-five and seventeen per cent.

The aversion towards school instruction for learning the selling duties held by candy store employers and employees is further evidenced by the small proportion of school-job selections made by both employers and employees. The employers in the candy stores selected school-job as the place of learning in thirty-three per cent of the cases which is twenty per cent less than the proportion designated by the entire employer group. The candy store employees selected school-job as the place of learning in

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Employers in the candy stores termed the selling duties hard to learn in forty-nine per cent of their selections while the employees felt that the selling duties were hard to learn in but thirty-two per cent of their choices. The employer proportion is within two per cent of the total employer proportion while the candy store employee proportion is seventeen per cent less than the total employee proportion.

In designating the best place of learning those duties commonly associated with the handling of customers the candy store employers selected the school in twelve per cent of their selections as contrasted to the 8.7 per cent proportionate selection of the entire employer group. The candy store employees selected school as the place of learning the customer duties in five per cent of their choices which is three per cent less than the proportionate selection of the total employee group.

Both employers and employees representing the candy stores believed the job to be a better place for learning the castomer duties in greater proportions than did either the total employer or employee group.

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The candy store employers selected the job in 60 per cent of their choices while the employees did so in 71 per cent.

The combined school-job program suggested by the writer did not prove exceedingly popular with either the employers or employees representing the candy stores. The seven candy store employers favored school-job instruction in twenty-eight per cent of their selections which is 8.3 per cent less than the total proportionate selection. The employees designated school-job in but twenty- four per cent of their choices which is 11.4 per cent less than the proportionate selection of the entire employee group.

There is considerable divergence of opinion concerning the difficulty of learning the customer duties. The employers in this type of store considered the nineteen duties hard to learn in sixty per cent of the cases while candy store employees made the choice of a hard in but 42 per cent of the cases. This represents an increase of eleven per cent over the proportionate selection of entire employer group and an increase of two per cent for candy store employees.

Employers in the candy stores selected school as the best place of acquiring the desired personal qualities in thirty per cent of their selections which is an increase of eight per cent over the proportionate

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selection of the total employer group. Candy store employees exceeded the proportionate selection of the total employee group by twelve per cent with twenty-six per cent of their selections being in favor of school acquisition.

Job acquisition or development of the personal qualities was favored by candy store employers and employees in proportions similar to that of their respective groups. The employers selected job in eighteen per cent of their choices while the employees favored job development in twenty-seven per cent.

School-job acquisition was the predominating choice among candy store employers and employees but was substantially below the total proportions particularly in the case of employees. The employers favored the combined place of learning in fifty-two per cent of their choices, a figure which is ten per cent less than the total employer percentage. The candy store employees favored the school-job program in forty-seven per cent of their selections which is 14.5 per cent less than the proportionate choice of the entire employee group.

The employers representing this type of store designated the qualities as hard to acquire in exactly fifty per cent or one-half of the instances which is twelve per cent in excess of the total employer percentage.

solution of the total employer group. Candy store employed exceeded the proportionate establion of the best group by twolve per sent with twenty-six per cent employed group by twolve per sent with twenty-six per cent of their selections being in favor of school sequicition.

Joh sequicition or development of the personal qualifies

was favored by caudy stone employers and employers in proportions similar to that of their respective groups. The employers selected job in elepton wer cent of their adoloss shile the employers favored job development in twenty-seven per cent.

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emony dendy store complayers and employers but were substantially below the total responding particularly in the case of employers. The amployers favored the combined place of learning in fifty-inc per cent of their choices, a fixed total per cent less that total employer percentage. The sendy store employers favored the molecular job program in losty-sower mer cent of their calculant which is 14.5 per cent less than the proportionste a close of the proportions as complete amployer about the proportions as complete amployer areas than the proportionste a close of the senting and less than the proportionste a close of the proportions as complete amployer areas.

The amployers representing this time of stone designated the graffites as hard to coquire in example timely per cent or one-writ of the instances which is themse which is the fact less less than in excess of the total scolars percentage.

On the other hand, the employees believed the qualities to be hard to acquire in but thirty-nine per cent of the cases yet exceeded the proportionate selection of the total employee group by five per cent.

Analysis of replies from general merchandise stores:

Of a possible 345 choices, fifteen employers designating
the best place to learn the twenty-three clerical duties
(Table V, Page 57) the employers representing the general
merchandise stores selected school as the best place of
learning the duties in twenty-seven instances or eight
per cent. This figure is just one per cent less than the
proportionate selection of the total employer group. The
employees in the general merchandise group favored school
instruction for clerical duties in six per cent of the
cases just one per cent less than the proportionate
selection of the total employee group.

Job training in clerical duties was favored by employers in general merchandise stores in forty-three per cent of the selections while the employees in the same stores favored this form of training in fifty-six per cent. These figures represent a decrease of 2.5 as compared to the proportionate selection of the total employer group and an increase of eleven per cent in comparison with the total employee group.

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NO	DUTY OR QUALITY		EMPL	OYER				EMPL	OYBE		:
	CLERICAL OUTIES:	SCHOOL	JOB	Вотн	HARD	EASY	SCHOOL	FOR	Вотн	HARD	EASY
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Calculate shat the customer is to pay. Write seles checks Kesp record of seles Make change Handle phone orders Give prices and estimates over phone. Oparete each register Write register error ellps. Take inventory. Kesp record of returns. Mark price tickets Kesp stock complete Mark merchandise. Write requisition for supplies Turn in money to offics. Accept and approve checks Report slow selling merchandise Give training to other employees. Wrapping goods Tallying item under correct department seles figures Figuring turnover for department when necessary TOTAL	612 2000 3300 2000 11400 001	47556657676106416512999 66	578899759695900993665 98	10 0 3 3 9 9 10 3 0 9 2 0 7 0 1 1 9 15 0 4 12 118	55 15 12 12 6 5 12 15 6 15 15 8 15 14 6 6 0 15 11 8 227	22 11 22 3 00 00 00 00 00 00 01 11 11 11 10 01 12 12 12 13 14 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16	6 5 10 5 9 8 7 7 10 9 9 8 11 4 6 6 11 4 8 11 9 9	79376785674113106183164 54	6343690001539143266460 69	9 11 12 9 6 15 5 10 12 6 14 11 12 9 9 11 12 9 6 14 11 12 9 9 9 15 15 15 16 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 40 41	Demonstrate goods. Meet objections to mmrohandise. Talk up merchandise. Try to increase average cale. Close the sale. Suggest additional goods. Suggest substitute goods. Suggest large size or quantity. Suggest better quality. Stress benifts received from larger cite or hetter quelity received from larger cite or hetter quelity services cuch as oredit, etc. Mention epocial salas in other departments. Mention adverticing. Mention guarantee. Using personal experiences as a means of providing merchandise information. Mention specials. Meeting objections concerning price. Meeting objections offered to postpone action.	I IMINA AAI	123133434 40633 20122	14 12 10 11 11 10 10 10 10 14 8 8 9 10 11 3 13 12 12 192	10 14 9 10 12 1 0 2 1 1 0 15 15 15 15 15 15	51 65 53 H 15 H 12 H 11 H 15 O O O O O O O O O O O O O O O O O O	2250m2020 m2004 01444 5	492838836 50836 99559 22	948595587 73564 45662 108	500 4764963 705001 601194 107	10 5 11 8 9 11 6 9 12 8 15 10 15 14 6 1 178
43 44 45 44 44 49 55 55 55 55 55 55 55 55 55 56 57 58 59 60 61	Meet oustomers. Oetermine what ouetomer wants. Belp oustomer select right merchandise. Convince the oustomers et once. Wait on several ouxtomers et once. Make adjustmente. Meet objections to the firm. Use well chosen words. Use clear and expassive speech. Understand that first chligation is to the oustomer. Suggest wrapping of eustomer's other hundles. Waiting on oustomer et another counter when necssary. Colling back the amount to customer once payment has been received. Being patient with trying oustomers. Addreceing a customer by using a variety of opening words. Finding weys to shorten the delays while waiting for change or additional merchandise. Refraining from personally accusing oustomer of etealing. Questioning oustomer about the possibility of the money being counterfeit. Orseting oustomer by name if known personally	000000000000000000000000000000000000000	6 9 11 5 11 11 4 0 0 0 3 9 10 5 9 2 6 6 3 9	96410441099945	9 9 10 15 8 14 9 4 4 7 7 0 0 0 14 12 11 15 0	6 6 6 5 0 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	222101289431		973355376462 51 8 2 3 35 87	3 6 6 11 9 8 6 4 1 1 3 0 2 0 11 6 9	12 9 9 11 12 15 13 15 15 6 5 6 15
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	PERSONAL QUALITIES: Energy. Cooperativeness. Initiative. Personal Appearance. Dependability. Judgment. Confidence. Sincerity. Tolerance. Sense of Humor. Courtesy. Attitude. Taot. Industry. Alertnese. Honesty. Sympethy. Loyalty. Ambition. Enthusiesm.	342731112061111181144 2	335131611111513521502	7 9 13 8 13 14 1 1 9 5 13 9 11 9 9 11 9	9 12 10 4 11 14 11 4 9	8		12213227455	11 6 0 11 9 10 8 6 9 8 8	6704795140785107235	12 9 8 15 11 8 6 10 4 11 15 8 7 11 14 15 8 13 12 10 06

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In selecting school-job training in the clerical duties the general merchandise employers favored the combined program in forty-nine per cent of their selections representing an increase of 3.5 per cent over the proportionate selection of the total group. The employees were not disposed to favor school-job training to such an extent with the combined program being selected in only thirty-eight per cent of the cases which is ten per cent less than the proportionate preference expressed by the entire employee group.

The general merchandise employers were inclined to attach greater difficulty to the learning of the clerical duties than were employees in the same stores. The employers termed the various clerical duties hard in thirty-four per cent of the cases while the employees selected hard in thirty per cent. Both of these figures were below the proportionate selection of their total groups four per cent and ten per cent respectively.

Employers in the general merchandise chose the school as the place of learning those duties classified as selling technique in nine per cent of their selections, a percentage similar to that of the total employer class or group. The employees were disposed to school instruction to a greater degree favoring it in nineteen per cent of their selections; this figure is twelve per

to be a delical published of the basic points but his appointed for which to the only this land, all my technicate the hope of the later than the special art and the companies and there begins and the first and the state of the state - The state of the second of t The state of the s the contract of the state of th desperate the state of the state of the state of the state of water to provide the same that the bend offeres . The Principle of their our part has the one about ag one to be at many to committee in a partie of

cent in excess of the proportionate preference of all the employees representing all types of stores.

Job instruction in the selling duties was selected by employers in only twenty-four per cent of the selections in the general merchandise stores; this figure is eighteen per cent less than the total proportionate preference of all the employers. On the other hand, employees of the general merchandise stores favored job training or instruction in forty-three per cent of their choices, just two per cent less than the proportionate preference of the entire employee group.

It is significant to note that the employers in the general merchandise stores selected school-job as the best place of learning the selling duties in sixty-seven per cent of their choices, a figure which exceeds the total proportionate preference by fourteen per cent. The writer is reluctant to attempt an explanation of such an extremely high percentage for fear that this factual study might be opinionated. However, the writer was impressed by the keen interest portrayed in proposed and existing school-job programs in the retail field. Quite possibly the familiarity with the combined program evidenced in the general merchandise employers lead to the exceptionally large preference shown for this type of training.

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Employees in this type of store favored school-job training in only thirty-eight per cent of their choices,
eleven per cent less than the proportionate preference of
all the employees.

The employers considered the selling duties hard to learn in forty-four per cent of their choices while the employees did so in thirty-seven per cent. These figures are seven and eleven per cent less than the proportionate preference of either total group.

In selecting school as the best place of learning those duties associated with the handling of customers in eight per cent of their choices the general merchandise employers differed greatly from the employees in the same stores. The employees favored school instruction in twenty-two per cent of their choices, an increase of fourteen per cent over the proportionate preference of the entire employee group. The employer preference is .7 per cent less than the proportionate preference shown by the total employer group.

Job training is favored in forty-two per cent of the employer choices and forty-eight per cent of the employee choices in the general merchandise stores. The proportionate selection of the entire employer group is fifty-four per cent and the proportionate selection of the employee goup is fifty-six per cent.

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The writer's opinion concerning the high percentage preference for school-job training in selling duties is given factual support by the high percentage of preference shown by employers in the general merchandise stores for combined training in customer duties. They selected school-job in exactly one-half their choices, 13.7 per cent more than the percentage preference expressed by the total employer group. Possibly, the employees in the general merchandise stores could not envision the possibilities of the combined program as did their employers, for they favored it in only thirty per cent of their choices, 5.4 per cent less than the proportionate preference of the entire employee group.

The customer duties were considered hard in fiftyfour per cent of the cases by the employers and thirty
per cent of the choices by employees in the general
merchandise stores. These figures represent a five per
cent increase over the total proportionate preference of
the employers and a four per cent decrease as compared to
the proportionate selection of the total employee group.

School was selected as the best place of acquiring the personal qualities in fifty-two or seventeen per cent of the employer selections and sixty-four (22 per cent) of the employeee selections in the general food stores.

Stores for the fill the fill by the weeking of a country year of the State of William to speak word agained a stanger of the and the form of the contract o the state of the same of the state of the same . There are the section will be more than a secure to the # plantain send to habitance return to part to the set the state of the common sample of the same of the same of the and the second per layer mission of senior semilarity and was one underlyer up on extend to be built from India the und

These figures represent a decrease of five per cent as compared to the proportionate choice of all the employers and a seven per cent increase as compared to the preference of the entire employee group.

General merchandise employers favored the job as the best place for the development of the personal qualities in 16.7 per cent of their selections, just .7 per cent more than the proportionate choice of the total employer group. The employees favored the job as the best place for development in twenty-two per cent of their selections, a figure which is two per cent less than the percentage of school preference shown by the entire employee group.

The general merchandise employers favored the school-job program as the best place for development of the desired personal traits in sixty-six per cent of their selections, four per cent more than the total proportionate selection. Conversely, the employees in the general merchandise stores chose the combined program in fifty-seven per cent of their selections, 4.5 per cent below the total proportionate preference.

The employers considered the personal traits a great deal harder to acquire or develop than did the employees representing the general merchandise stores. The qualities were considered difficult in fifty-one per cent of the

These figures represent a debresse of five per cent na sompared to the proportionate choice of til the amployers.

end a seven per cent incresse as compared to the proference of the appire employee group.

denieral merchandise amployers davored the job as the best place for the development of the personal qualities in 16.7 per neut of their selections, just .7 per ment more than the proportionate ancice of the total amployer group. The amployees Tavored the job as the best place for development in thenty-two per cent of their selections, a figure which is two per cent of their selections, of school preference shown by the entire employee

The general merchandise employers favored the school-job program as the best place for development of the desired personal fraits in sixty-six per cent of their selections. Four per cent more than the total proportionate selection. Conversely, the employees in the general merchandise stores once the combined program in fifty-sover per cent of their selections, 4.5 per cent below the total proportionate preference.

The employers considered the personal trains a great deal harder to saquire or develop than did the employees rapresenting the general morehandice stores. The qualities were considered difficult in fifty-one per cent of the

selections by the employers, thirteen per cent in excess of the percentage of difficulty expressed by the total employer group; the qualities were considered hard in but thirty-one per cent of the selections, three per cent less than the proportionate designation of all the employees combined.

Analysis of replies from apparel stores: The seven employers representing the apparel stores selected school as the best place for learning the twenty-three clerical duties in 14 instances or nine per cent of the choices which is the same percentage of preference as that expressed by the entire group of employees. The employees favored school instruction in only six instances or four per cent which is three per cent less than the proportionate choice of the entire employee group.

The employers and employees representing the apparel stores designated the job as the best place of learning the clerical duties in identical proportions, seventy-one instances or forty-four per cent. This figure is 1.5 per cent less than the proportionate preference of the whole employer group and one per cent less than the proportionate preference of the entire employee group.

The school-job program was selected by the seven employers in forty-seven per cent of their choices, 1.5 per cent more than the proportionate choice of all the

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employers representing all types of stores. The employees representing the apparel stores favored the combined program in fifty-two per cent of the selections, four per cent in excess of the percentage of preference shown by the total employee group.

Both employers and employees considered the clerical duties hard to learn in proportions similar to those expressed by all the employers and employees. Apparel store employers designated the duties as hard in thirty-seven per cent of their choices while the employees designated the duties as hard in forty per cent of the cases.

School was selected as the best place of learning the selling duties in ten per cent of the choices by employers and .08 per cent of the selections by employees representing the apparel shops. These proportions represent a 4.7 per cent increase over the proportionate preference of the entire employer group and a decrease of more than five per cent as compared to the proportionate preference of all the employees representing all types of stores.

The seven employers representing the apparel stores preferred the job as the place of learning nineteen selling duties in forty-nine per cent of their selections, an increase of nine per cent over the job preference of employees in the same stores. The employers in the apparel

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stores thus favor job instruction in seven per cent more cases than do the employers representing all types of stores while the employees in the apparel shops favor the job as the place of learning in five per cent less of the choices than do the employees from all types of stores.

The seven employees in the apparel stores believed a school-job program of instruction necessary in eighteen per cent more of their selections than did the employers representing the same stores. The employees favored the combined program in fifty-nine per cent (ten per cent more than the proportionate preference of the entire group), and the employers selected school-job in forty-one per cent of their selections which is twelve per cent less than the proportionate preference of all the employers combined.

Both the employers and employees considered the selling duties hard to learn in far greater proportions than did either of the groups they represent by designating the various duties as hard to learn in fifty-eight and sixty per cent of their choices respectively. This represented an increase of seven per cent over the total proportionate preference of the employers and an eleven per cent margin over the proportionate choice of all the employees.

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The employers representing the apparel shops
designated school as the best place for learning the
customer duties in seven per cent of their choices as
compared to the total employer preference of 8.7 per cent.
It is interesting to take cognizance of the fact that the
employees in the same apparel shops favored school in
only two selections (1.5 per cent), an increase of only
one choice over the number of preferences for school
training in selling duties. Obviously, the employees
representing the apparel shops believed customer contact
essential to true learning of the selling and customer duties.

The aversion towards school instruction in the customer duties is further evidenced by the fact that job training was selected in the majority of choices by both employers and employees in the apparel shops. The employers favored job instruction in sixty-three per cent of their choices while the employees selected job as the place of learning in fifty-five per cent of the choices. The proportionate preference for job training expressed by the total employer group was fifty-four per cent while the entire employee group favored the job in fifty-six per cent of their selections.

The employers representing the apparel shops suggested the combined program of school-job as the superior place of learning the customer duties in thirty

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per cent of the choices by the seven employers representing the apparel shops in Quincy. The employees in the same stores designated the combined program in forty-three per cent of their choices. As a basis for comparison the proportionate preference of the whole employer group for school-job training is 36-3 per cent while the similar preference of the entire employee group is 35.4 per cent.

The apparel store employers considered the nineteen customer duties hard in fifty-three per cent of their selections, four per cent more than the total percentage of preference expressed by the entire employee group.

Employees in the same stores determined the duties to be hard to learn in thirty-six per cent of their choices, four per cent less than the proportionate preference of all the employees representing all types of stores.

Both the employers and the employees representing the apparel shops believed the school capable of developing the personal qualities suggested by the writer in only eleven choices or eight per cent, a small proportion in either case. The total employer group designated school development in twenty-two per cent of the choices while the entire employee group favored the school in fourteen per cent.

Job development was selected in twenty-five per cent of the choices by employers in the apparel stores and sixteen per cent of the choices by employees in the same stores. The first figure represents an increase of nine

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per cent over the proportionate preference of all the employers, and the second figure a decrease of eight per cent as compared to the choice of the entire employee group.

Both apparel shop employers and employees believed that the personal traits required development in both school and on the job in exceptionally large proportions. The employers preferred school-job development in sixty-seven per cent and the employees in seventy-six per cent as compared to proportionate preferences of sixty-two and 61.5 per cent in their total groups respectively. The writer is unable to present a valid reason for such an unusually high percentage in the case of the apparel store employees unless it be the fact that employees in this type of store are more matured because of employment requirements and realize the value of possessing the personal qualities suggested on the check-list.

The opinionated statement which the writer previously made is given greater import by the degree of difficulty attached to the development of the qualities by both employers and employees in the apparel shops. The employers termed the various duties as hard to acquire in forty-four per cent of their selections, six per cent more than the proportionate preference shown by the total employer group. The employees in the seven apparel shops believed the qualities hard to develop in thirty-eight per cent of their selections, four per cent in excess of the

Commence of the contraction of t + got for the transfer of the set of THE REPORT OF THE PARTY OF THE with a prince fair or total an indicate of the land total were the first that is not been all the standing production and the standing to a cital against and my between an authorized the THE RESERVE THE PROPERTY OF TH restrictment are to the spirite for appoint the first for the party was a firmer with a thought per along the contract of the cont

TABULATION OF APPAREL STORE REPLIES

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	CLERICAL DUTIES:	SCHOOL	JOB	BoTH	HARD	EASY	ScHool	JOB	BOTH	HARD	EASY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Calculate what the customer is to pay Write salas checks Keap record of salas. Make change Handle phone ordera Give priess and astimates over the phone. Operate cash register Write register error alips. Take inventory. Keap racord of returns. Mark price ticksts. Keap stock complete Mark merchandiss. Write requisition for supplies. Make out bank slips. Turn in mensy to office. Accept and approve checks. Report slow selling merchandise. Give training to other employess. Wrapping goods. Tallying item under correct department so that management has accurate department sales figures. Figuring turnover for department when necessary.	0520003000000010000	200 037 77 44 00 52 20 00 52 67 77 71	5	405016504426110054450	374761473351667723327 44	111100000000000000000000000000000000000	01105777330052400606767 11171	6	40000611454632115554	3777771663231456622237
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57 58 59 60 61	Addressing customer by using a variety of opaning words. Finding ways to shorten delays while waiting for charge or additional merchandian. Refraining from paraonally accusing customer of atealing. Quastioning customer about the possibility of the money baing counterfeit. Greating outstomer by name if known personally TOTAL PERSONAL QUALITIES:	0 0 0 0 9	3 4 5 7 64	2 3 2 3 0 40	3 3 2 4 3	4 5 3 4 62	0 0 0 0 0 2	4 5 6 5 4 73	3 1 2 3 58	0 5 3 4 0 48	7 2 4 5 7 85
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Ensrgy Coopsrativeneas. Initiativa. Parsonal Appearencs. Dependability Confidence. Sincarity Tolarenca. Sansa of Humor Courtery Attitude Industry Alertneaa. Houssty Sympathy Loyalty Ambition Enthusiasm TOTAL	200133000000000000000000000000000000000	NIKOTOTIZINNHKUNOTUTU B	363137633555545572565	NAME TALLA CHARLANTA	50231400506612666446 9	OOD HOLOGOGO MOOO NO A P	11216044010001230001003	CO E CO E STANKE OF STANKE	223361653771126631115111	55406612406651466266

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proportionate selection of the whole employee group.

Analysis of replies from hardware stores: Check-lists were collected from five stores with an employer and employee represented in each store. The collections were subjected to the same analysis as was the case in the previous types of stores. The employers were asked to select the best place of learning each of twenty-three clerical duties which required a total of 115 selections (Table VII, Page 71). The employee returns were subjected to a similar analysis.

In selecting the best place of learning the clerical duties school was selected in only one instance (.09 per cent) by employers in the hardware stores, a percentage well below the proportionate school preference expressed by all the employers representing all types of stores. The employees in hardware stores favored school in seven per cent of their choices, a figure which is identical with the proportionate preference of the entire employee group.

Both the employers and employees in the five hardware stores that completed the check-lists favored job training in but thirty (26 per cent) of the selections, 19.5 less than the total proportionate preference of all the employers and nineteen per cent less than the proportionate choice of all the employees combined.

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TABULATION OF HARDWARE STORE REPLIES

NO	DUTY OR QUALITY		EMP	LOYE	R			EM	PLOYE	E	
	CLERICAL OUTIES:	CHOOL	Jos	Born	HARD	EASY	JC HOBL	TAR.	BATH	HARA	EASY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Celculate whet the cystomer is to pay. Write celes checks. Keep record of celes. Make change. Handle phone orders. Give prices and estimates over phone. Operate cesh register. Write register error slips. Take inventory. Keep record of returns. Merk price tickete. Keep stock complete. Merk merchandise. Write requisition for suppliee. Make out benk elips. Turn in money to effice. Accept and approve checks. Report slow selling merchandise. Give training to other employees. Wrapping goods. Tellying item under correct department so the manegement has accurate department when necessary. TOTAL	100000000000000000000000000000000000000	000023331002222000023555	4553324545333555553200 55 et	42200021 13220001 13220001 13237	15555554254255542555 21 78	1 5 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	110003330000011211000034554	3125225555544344452101 54 77	333103003323430220010 53	222452552232125335545 02 71
24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 40 41	Demonstrate goods	000000 00000 000	258824444 08200 50112 45	302231111 52355 05443 50	0 4 3 5 2 3 3 3 3 2 0 1 1 1 0 0 4 4 4 4 4 3	512032222 35444 551111 52	000000000000000000000000000000000000000	233223342 24300 43445 53	322332213 N1255 12110 42	335	511024444 15455 55220 57
43 445 447 449 450 551 553 555 567 58 59 60 61	Meet oustomers. Detsrmine what the oustomer wents. Help oustomer select right merchandise. Convince the oustomer. Wait on several oustomers at once. Make adjustments. Meet objections to firm. Use well chosen words. Understand thet first obligation is to the oustomer. Suggest wrepping of customer's other bundles. Weiting on oustomers at enother counter when necessary Celling back the amount to oustomer once peyment hes been received. Being petient with trying oustomers. Addressing eustomer by using a variety of opening words. Finding weys to shorten delays while waiting for change or additional meschandise. Refreining from personally accusing the customer of stealing. Questioning oustomer about the possibility of the money being counterfeit. Greeting oustomer by name if known personally.	000000000000000000000000000000000000000	10455401005 X 0 5 0 0 1 49	4512000142530021	151455301001 05 1 37	404100254554 50 4 2 4 45 58	000000000000000000000000000000000000000	315555500045 44 4 5 3 44 66	240000055510	03244320001004 15 0 5 4 20 40	523112355451 40 5 0 1 35 55
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Energy. Cooperativeness. Initiative. Fersonal Appearance. Oependability. Judgment. Confidence. Sincerity. Tolerance. Sense of finaor. Countesy. Attitude. Toot. Industry. Alertness. Honesty. Sympathy. Loyelty. Ambition. Enthusiasm.	101210000040002301000	00100251100211002022	45334324451344323433	3001340400542002100	42554215155013553455 71	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	223001324012210022012	33245423154834553543 7	22300441400344003000	33255114155211552555

ENETOLEE	ETATOLEE	DELL ON CHVELLE CONTROL OF THE CONTR
JOHODE JOH BOTH HARD FASY	SOTM BOTM HARD FASY	MATCHE CUSTOMERS. Mast specialise what the customer watth again, and the customer watth and the customers.
		The sole and a sole and a sole

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The employers and employees representing the hardware establishments expressed a desire for school-job training in the clerical duties in seventy-three and sixty-seven per cent of their choices respectively. These figures exceed the proportionate preference of all the employers combined (45.5 per cent) and the entire group of employees (48 per cent) by unusually wide margins.

Employees in the hardware stores believed the clerical duties to be hard to learn in thirty-eight per cent of their selections while the employers termed the various duties as hard to learn in thirty-two per cent of the selections. These figures represented a decrease of two per cent as compared to the percentage of preference held by all the employees and a decrease of six per cent as compared to the proportionate preference of the entire employer group.

Employers and employees failed to select the school as the place for learning those duties known as selling technique in any of their choices as compared to the proportionate selection of 5.3 per cent by the whole employer group and the 5.4 per cent preference of the total employee group.

The employees in the hardware stores of Quincy designated the job as the best place of learning the selling duties in fifty-six per cent of their choices, nine per

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cent more than the number of similar choices made by their employers. The hardware employees exceeded the proportionate preference of job as the place of learning the selling duties expressed by the whole employee group by nine per cent while their employers exceeded the percentage of choice made by the entire group of employers by five per cent.

The combined program of school-job instruction was
the predominating choice as the best place for learning the
selling duties of the hardware store employers. The
employees representing the hardware stores also selected
the school-job program in a considerable number of cases.
The employers favored the program in fifty-three per cent
of their choices, a figure identical with that of the
proportionate preference of the entire group of employees;
the employees selected the combined program in forty-four
per cent of their choices, just one per cent less than
percentage of preference shown by all the employees
representing all types of stores.

The five employers representing the hardware stores designated the selling duties as hard to learn in forty-five per cent of their selections as compared to a proportionate designation of fifty-one per cent made by all employers representing all types of stores. The five employees called the duties hard in forty per cent of the selections, nine per cent less than the proportionate

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preference expressed by the total group of employees.

Both the employers and employees placed small emphasis on school as the place of learning those duties associated with the handling of customers. The hardware store employers selected school in but three per cent of their choices, 4.7 per cent less than the proportionate preference of the employer group; the employees in the same stores failed to select school as the place of learning in any of their choices.

Further analysis of the hardware check-lists shows
the job to be the predominating choice as to the place of
learning the customer duties. The employers selected the
job in fifty-two per cent of their choices, two per cent
less than the proportionate preference of the entire group
of employers. Employees favored job training for the
performance of customer duties in sixty-nine per cent of
their choices, thirteen per cent more than the proportionate
preference expressed by all employees representing all
types of stores.

The employers from the hardware stores selected the school-job program as the best place of learning the customer duties in forty-five per cent of their choices, fourteen per cent more than the similar preference shown by employees in the same stores. The employer percentage

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exceeds the proportionate preference of the complete employer group by 8.7 per cent. On the other hand, the five employees in the hardware stores favored the combined program in but thirty-one per cent of their choices, 4.4 per cent less than the percentage of preference expressed by all employees representing all types of stores.

The employers in the hardware stores termed the various customer duties hard to learn in thirty-nine per cent of their choices, ten per cent less than the proportionate preference expressed by the entire group of employers. The customer duties were designated as hard to learn in forty-two per cent of the choices made by the employees representing the hardware stores in Quincy, two per cent more than the percentage of preference shown by all the employees in all types of stores.

The hardware store employers believed school to be the best place for acquisition of the desired personal qualities in fifteen per cent of their selections while employees in the same hardware stores designated the school in only one instance. The employer percentage is seven per cent less than the proportionate preference of the entire employer group while the hardware employees favored school development in thirteen per cent less cases as compared to all the employees.

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Job development was chosen in eighteen per cent of the hardware employer selections and twenty-eight per cent of the employee preferences. The employer percentage exceeds the proportionate percentage of the entire group of employers by two per cent; the employee percentage exceeds the proportionate percentage of the whole employee group by four per cent.

The combined program, school-job, received a majority of choices from both employers and employees representing the hardware stores as the best place for acquisition or development of the personal qualities. The five employers in the hardware stores favored the combined program in sixty-seven per cent of their choices, five per cent more than the proportionate preference of the entire employer group. The employees selected school-job in seventy-one per cent of their choices, 9.5 per cent more than the proportionate preference shown by all employees representing all types of stores.

Employers in the hardware stores considered the qualities relatively easy to acquire or develop; they designated the various duties as hard in only twenty-nine per cent of their choices, nine per cent less than the proportionate designation made by the whole group of employers. The employees in the hardware stores termed various qualities as hard to acquire in a proportion

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Job development was showen in sighteen per cent the hardware employer selections and twenty-eight per cent of the employee presentage. The employer percentage exceeds the proportionate percentage of the entire group of employers by two per cent; the employee percentage exceeds the proportionate percentage of the whole employee employee.

The combined program, school-job, received a majority of unoices from both employers and employees representing the nerdesse, atores as the best place for sequisition or development of the personal qualities. The five employers in the hardwere stores fevered the combined program in sixty-saven per cent of their choices, five cer cent more than the promortionate preference of the entire employer group. The employees selected achoul-job in seventy-one per cent of their choices, 8.5 per cent more than the proportionate preference about by all employees representitionate preference about by all employees representitions of stores.

Employers in the hardways stores considered the qualities relatively easy to socuive or develop; they designated the various duties as herd in only twenty-nine our cent of their choices, nine per cent less than the proportionnte designation made by the mindle group of employers. The employees in the hardware stores termed employers in the hardware stores termed

identical with that of the entire group of employees.

They designated various qualities as hard to acquire in thirty-four per cent of their choices.

Analysis of replies from filling stations: Replies were received from three filling stations in Quincy with an employer and an employee being represented in each station. The complete tabulation of the replies to the various duties and personal qualities is found in Table VIII on the following page.

The employers, usually the proprietors in the filling stations, selected the school as the best place of learning the clerical duties in twelve per cent of their choices, three per cent more than was the case of the employers in all types of establishments. The employees representing the filling stations failed to designate the school as the place of learning the clerical duties in any of their choices as compared to the seven per cent preference exemplified by all employees in all types of stores.

The filling station employers favored learning the clerical duties on the job in sixty-one per cent of their choices, 15.5 per cent more than the similar preference expressed by the entire employer group. The attendants or employees selected the job as the best place of learning the duties in one-third of their choices, almost twelve

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TABULATION OF FILLING STATION REPLIES

NO	DUTY OR QUALITY		EMPI	OYER				EMP	TOARE		
	CLERICAL DUTIES;	SCHOOL	508	BOTH	HAKD	EASY	SCHOOL	JOB	BOTH	HARD	EASY
1 2 3 4 5 6 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Celculete whet the cuatomer is to pay	220000010000000000000000000000000000000	011123333110031211003303333	200010000000000000000000000000000000000	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	3333331330132333303113 11			233200333322223331322102 21	111101111001231321000220020	222322331020123311313 10
24567890123 345678 3445678 4445678 4445678 4445678 4445678 4445678	Demonatrate goode Determine what customer wante Telk up merchandise. Try to increase evarage selec Close the sele Suggest additional goode Suggest substitute goods Suggest large size of quantity Surgest large size of quantity Stross benefita received from larger size or better quality Mention special sales in other departments Mention adverticing Recommend services such as credit, etc Mention guarantes Uaing personal experiences as a means of providing merchendise information Mention specials Mesting chjectione concerning price Mesting chjections concerning customera' wanta Neeting chjections offered to postpone action TOTAL. HANDLING CUSTOMERS: Meet customers Determine what customer wants. Help customer aslact right merchandise Convince the customer Wait on acveral quatomers at once Make adjuetments Meet chjections to the firm Use well chosen words Uac clear and axpressive speech Understand that first obligation is to the customer Suggest wrapping of customer'e other bundles Waiting on customer et another counter when necessary.	000010000000000000000000000000000000000	23122222 31311 21133 36 13331321000113	1022111111 02022 12200 20 20 920121022 20	01133331111 02100 0 102233 26 0213233000000	3200002222 31233 23100 31 3120100333333	000000000000000000000000000000000000000	12003111111 122000 310012 23 1212333000012	213022222 21133 02321 34 212100032321	130222221 20300 10122 26 022333100100	203111112 13053 23211 31 311000253253
55 56 57 58	Calling back the amount to customer once payment has been received	0 0	2 3 1	1 0 1	0 3	3 0 3	0000	2 3 3	1 0 0	3 0	2 0 3
59 60 61	Refraining from personally eccuaing the customer of atealing	0	0 0 1 29	3 3 2 22	0 0 0 17	3 3 3 40	0 0 0	3 3 0 35	0 0 0 3 21	0 3 1 0 23	3 0 2 3 34
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	PERSONAL QUALITIES: Energy Cooperativensae Initiative Peraonal Apparance. Dependehility. Judgment. Confidence. Sincerity. Tolerance. Sense of Humor. Courtesy. Attitude. Industry. Alertnese Honesty Sympethy. Leyalty. Ambition. Enthusiesm. TOTAL.	00310000	20011000111100311002	13202222221130212231 34	0 0 0 1 0 0 0 0 0 0 0 0 0 1 3	352 551150 55115552553	000011100000000000000000000000000000000	1 1 2 0 1 2 1 1 0 0 0 1 2 1 0 0 0 2 1 0 0 0 2 1 0 0 0 2 0 0 0 0	22121112252212551512	11200220300232002	22133113033101301333

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	CLEBICATO DOLLEGE:	SCHOOLS	J08 -	BoTH	TYUK	EASY -	SCHOOL 3	308	BOTH	HARD 0	FASY W
0	DELK OF COFTLEA CONTRACTOR SECRETARION SOLVED SECRETARION SOLVED SECRETARION SOLVED SECRETARION SECRETARION SOLVED SECRETARION SOLVED SECRETARION SECR	0000	Actura	183		-110	2000	SASTOL	0	o cu sino	инов
BBELKERE KI	TUBITE DESCRIPTION OF LITTING REPORTION BE STATISTED AND SECOND BEAUTIFIED AND SECOND BE	20-1-12	NACRETE OF	ANADESS NO	AMBGGGG GM		-	MADDEMN NE	DOMENNA HO	nacanco am	punnaum do

per cent less than the proportionate job preference of the entire employee group.

The three employers in the cooperating stations selected the school-job program in but twenty-seven per cent of their choices, 18.5 per cent less than the proportionate preference of the total employer group. On the other hand, the employees favored a combined form of instruction in sixty-seven per cent or approximately two-thirds of their selections, nineteen per cent in excess of the proportionate preference shown by all the employers representing all types of establishments.

Neither the employers nor the employees representing the filling stations believed the clerical duties to be as hard to learn as did either of the entire groups of which they are component parts. The employers designated various duties as hard to learn in but twenty-seven per cent of their choices, eleven per cent less than the proportionate preference of the total group of employers. Employees in the filling stations believed various clerical duties hard to learn in forty-one per cent of their choices or one per cent more than the similar preference expressed by all the employees representing all types of stores.

Before continuing with an analysis of the selling duties it seems advisable to remind the reader that only

· Tres of the later of the late And of the art of the fall of the same of a flag that the same of the flag that the same of the flag that the same of the same and the contract of the state o · Cotto the artificial state and the first the state of the contract of the of the Environment of the transport of t - the series is sent on the engineering of the engine the state of the section of the sect of the section of the last of the section of the se The state of the state of the state of

three stations are represented in the study thus accounting for the relatively small number of choices. The employers selected the school as the best place of learning the selling duties in only two per cent of their choices, 3.3 per cent less than the proportionate preference shown by the total group of employers. The employees did not designate any of the selling duties as best suited to school instruction.

The job was considered as the best place for learning the selling duties in sixty-three per cent of their choices which is twenty-one per cent more than the proportionate preference expressed by all the employers in all types of stores for job training. The employees favored job instruction in forty per cent of their selections, five per cent less than the percentage of preference shown by the entire employee group.

Employers in filling stations selected the school-job program in thirty-five per cent of their choices as compared to the fifty-three per cent preference of the total employer group. The school-job program was the predominating choice of the filling station employees with the combined program being chosen in sixty per cent of the selections; this last figure represented an increase of eleven per cent over the proportionate choice for job training in the selling duties expressed by the employees representing all types of stores.

The street of the fire on the tell of the second the first or was a referred and here is a superior car is else, to have seen and a set in the first in the first in the the state of the s Age of the part of the and the property of the same o The employers and employees both termed the various selling duties hard to learn in forty-six per cent of their choices, a decrease of five per cent as compared to the proportionate designation of the employer group and a decrease of three per cent as compared to the proportionate choice of all the employees representing all types of stores.

The filling station employers favored school as the best place for learning those duties associated with the handling of customers in approximately ten per cent of their fifty-seven selections, an increase of 1.3 per cent over the proportionate selection of all employers combined. The employees representing the filling stations chose school as the best place of learning the customer duties in only two per cent of their fifty-seven selections, six per cent less than the proportionate selection made by all employees representing all types of stores.

Job training was the dominant choice of the employers and employees represented in the filling station for learning customer duties. The three employers selected the the job in fifty-one per cent of the fifty-seven choices; this represents a decrease of three per cent as compared to the proportionate preference of the total group of employers. Employees in the filling station favored job training to even a greater extent with the job being selected in sixty-one per cent of their fifty-seven choices; this

derived the explicit actions page to patron at the larger The same sar a. I be managed as temblifus as personal Inno and the particular description of a down your a Programme To May - The need the order out first to anough one sould be a lacked a work of a second sections on the wills not a day of the forest in the sail Con benous bed bets and the authority of mescoloty convenience when is an increase of five per cent over the proportionate preference exemplified by all employees in all types of stores.

The combined program of instruction, school-job, was chosen as the best place of learning the customer duties by the filling station employers in thirty-nine per cent of their fifty-seven selections, 2.7 per cent in excess of the percentage of preference shown by the entire group of employers cooperating in the study. The employees in the filling stations favored the school-job program to a slightly less degree; they selected the combined program in thirty-seven per cent of their fifty-seven choices, an increase, nevertheless, of 1.6 per cent over the percentage of preference shown by the total group of employees who cooperated.

The employers in the filling stations termed the nineteen customer duties hard to learn in thirty per cent of their fifty-seven choices; this percentage is nineteen per cent less than the proportionate designation made by all the employers combined. Employees representing the filling stations believed the customer duties to be hard to learn in forty per cent of their fifty-seven selections and were in complete agreement with the proportionate preference of the entire employee group. The reader must realize that such a situation does not signify agreement on the difficulty of

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The filling station employers in thirty-nime per cent of their the filling station employers in thirty-nime per cent of their sives stations and the filling stations. R.7 per cent in assess of the percent-of of perference shown by the entire stoup of employers of occapitations in the stay. The entire stoup of employers at at a stations is the stay. The entire stoup of employers at the filling of they selected the combined program to a slightly loss sent of their fifty-seven per sent of their fifty-seven sent or their fifty-seven per sent of their fifty-seven shown by the rotal group of employees who suppressed.

Independ outlower in the filling stations togath the mineteen outlover duties band to learn in thirty per cont of their fifty-seven choider; this percentage is ainstoned or their fifty-seven choider; this percentage is ainstoned by all the smolovers condities. Sanloyers representing the filling stations believed the outloand ducies to be here to learn in learly nor deut of their fifty-saves selections and were in complete agreement with the proportionate preferance of the outline engloyer word. The peaker must realize that such a standing does not signify agreement on the difficulty of

each duty, but rather agreement on the total number of choices, hard or easy, made by filling station employees and by employees representing all types of establishments as has been the case throughout the entire study.

Employers representing the filling stations selected school as the best place for acquiring the suggested personal qualities in fifteen per cent of their sixty choices as compared to the twenty-two per cent proportionate preference of the total employer group for school acquisition or development. Filling station employees favored school acquisition or development is only three choices (five per cent) which is nine per cent less than the similar percentage of preference of all employees in all types of stores.

Job acquisition was preferred by the three filling station employers in twenty-eight per cent of their sixty choices, twelve per cent in excess of the proportionate job preference shown by the whole group of employers cooperating. The employees favored job acquisition in one-third of their choices, over nine per cent more than the similar proportionate preference emphasized by the total employee group.

The school-job program was the predominating selection of both employers and employees as the best place for acquiring the personal qualities; filling station employers designated school-job in fifty-seven per cent of their sixty

each duty, but rather agreement on the betal combon of choices, hard or easy, made by filling station employees and by exployees representing all types of establishments at has been the onte throughout the entire stady.

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qualities in liftern per sent of the m sixty shoices as
compared to the twenty-two per cent proporticute areterior
of the total employer group for school acquisition or
development, cilling station employees favored school
acquisition of development in only three choices (five per
cent) which is nine per cent less than the similar percentage
of presence of all employees in all types of street.

Job sequisition was preferred by the three filling election employers in twenty-sight per cent of their sixty choices, twelve per cent in excess of the proportionate job preference shown by the shole group of employers cooperating. The employees favored job securities in one-third of their choices, over nine per cent more than the similar proportionate preference emphasized by the total employee group.

the achoal-job program as the predomination selection of both employers and employers as the best place for acquiring the personal quelities; filling station employers dealers in filty-asven per cent of their sirty

choices. The employer preference is five per cent below the proportionate preference of the total employer group while the filling station employee preference exceeds the total proportionate preference by .5 per cent.

The personal qualities were considered hard to acquire in twenty-two per cent of the selections of the filling station employers, sixteen per cent less than the proportionate choice of the total employer group. Filling station employees designated the qualities hard to acquire in one third of their choices, within one per cent of the proportionate preference of all the employees representing all types of stores.

Analysis of Replies from Restaurants: As in the case of filling stations, the employers actually were the proprietors. The three cooperating restaurateurs selected the school as the best place for learning the clerical duties in six per cent of their sixty-nine choices, a percentage identical with that of the restaurant employees although both groups were in disagreement as to the specific duties to be learned in school. As a basis for comparison, the total proportionate preference of the entire employer and employee groups was nine and seven per cent respectively.

Job training in the clerical duties was selected by the three restaurateurs in forty-one per cent of their sixty-nine choices, 4.5 per cent less than the proportionate preference

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TABULATION OF RESTAURANT REPLIES

NO	DUTY OR QUALITY		EMPLO	YER				EMP	TOÄE	Е	
	CLERICAL OUTLES:	SCHOOL	508	BOTH	HARD	EASY	SCHOOL	JOB	BOTH	HARO	EASY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Calculate whet the customer is to pay. Write salss checks	000000000000000000000000000000000000000	111111111111111111111111111111111111111	011220002232222222222222222222222222222	20110003000211000331100222	1 3 2 3 3 3 0 2 3 3 1 1 2 2 3 3 3 0 2 3 2 3 1 1 1 47	0 1 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 1 1 1 1 0 0 3 1 2 0 0 1 0 2 2 3	222222222222330221331223111001	2 0 0 0 0 1 0 0 3 2 1 3	,
24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41	Ommonstrate goode. Neet objections to merchandise. Talk up merchandise. Try to increase average sales. Close the sale. Suggest edditional goods. Suggest substitute goods. Suggest substitute goods. Suggest better quality. Stress benefits received from larger size or better quality. Mention special cales in other departments. Mention edvertising. Mention guarantee. Using personal experiences as a means of providing merchandise information. Mention specials. Mesting objections concerning price. Mesting objections concerning oustomers' wants, Meeting objections offered to postpone ection.	000000000000000000000000000000000000000	03322311111 11211 22222	3 0 0 0 0 0 2 2 2 2 2 1 1 1 1 1	0323301111 10200 00333	3 0 1 0 0 3 2 2 2 2 2 3 1 1 3 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	000000000000000000000000000000000000000	0 1 1 2 2 2 1 1 1 1 1 0 0 1 1 0 1 2 2 2 2	32221122222 332232 111111	121321232 31200 00223	2 1 2 0 1 2 1 0 1 2 1 3 3 3 1 1 0 0 2 7
43 445 445 447 445 447 445 447 445 55 55 55 55 55 55 56 57 58 59	Meet customers. Oetermine what customer wants. Convince the mustomer. Wait on several customers et oncs. Make adjustments. Meet objections to firm. Use well chosen words. Use clear and expressive speech. Understend that first chligation is to the customer. Suggest wrapping of customer's other hundlee. Weiting on customer et another counter when necessery. Calling heck the amount to customer once payment has been received. Being patient with trying customere. Addressing customer by using a variety of opening words. Finding weys to shorten deleys while weiting for obenge or additional merchansiss. Refraining from personally eccusing the customer of	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	2 2 2 2 2 3 2 3 0 0 1 0 3 2 3 1 2	1 1 1 1 0 1 0 3 1 2 2 0 0	2 0 1 2 2 2 1 1 1 1 0 0 2 0 3 1 1 1	13211122231 30 2 2	000000000000000000000000000000000000000	333323210001233322	00000100110001100011	1223333300000000	21100000333333333333
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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Energy Cooperativeness Initiative Personal Appearance. Oependsbility Judgment Confidence Sincerity Tolerance Sense of Humor Courtesy Attitude Industry Alertness Honesty Sympethy Loyalty Ambitien Enthusiesm TOTAL.	1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 1 1 0 0 0 0 1 1 0 0 0 0 0 0 7 7	22313223231132322333 46	0 1 2 1 1 3 2 1 2 0 0 1 0 3 3 2 8	32 12 20 12 13 20 11 13 32 30 00 32	100210000000000000000000000000000000000	112001322100111002132	1 2 1 1 1 2 2 0 0 1 1 2 2 2 2 2 3 1 1 1 2 0 0 1 2 9	01100122310332003022	32233211023001330311

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of all the employers combined. Restaurant employees favored job training in clerical duties in one third of their sixty-nine choices, almost twelve per cent less than the proportionate preference shown by the entire employee group.

A combined school-job program of instruction for learning the clerical duties was recommended by the three restaurateurs in fifty-three per cent of their sixty-nine choices; an increase of 8.5 per cent over the proportionate choice of all the employers combined. Employees in the three cooperating restaurants selected the combined program in sixty-one per cent of their sixty-nine choices, thirteen per cent more than the total proportionate preference of all the employees combined.

The clerical duties were considered hard to learn in thirty-two per cent of the sixty-nine selections made by the three cooperating restaurateurs. The three employees in the restaurants represented in this study believed the clerical duties hard to learn in thirty-six per cent of their sixty-nine selections. The restaurateurs preference is six per cent less than the proportionate preference of all the employers represented in the study while employees in the cooperating restaurants failed to equal the proportionate preference of the entire group of employees by four per cent.

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Restaurateurs expressed the opinion that those duties termed as selling technique by the writer could best be learned in school in but two per cent of their fifty-seven choices. Employees in the restaurants failed to designate school as the place of learning the selling duties in any of their fifty-seven choices. The proportionate preferences of all employers and employees are 5.3 per cent and 5.4 per cent respectively for bases of comparison with the restaurant choices.

Job instruction in selling technique was favored by the restaurateurs in fifty-four per cent of their choices, eight per cent more than the proportionate preference shown by the entire group of employers. Restaurant employees, on the other hand, selected the job as the best place of learning the selling duties in thirty-nine per cent of their fifty-seven choices, six per cent less than the proportionate preference shown by all the employees combined.

Restaurateurs favored the school-job program as the best place of learning the selling duties in forty-four per cent of their fifty-seven choices, nine per cent less than the proportionate preference of all the employers representing all types of stores. The restaurant employees selected the combined program in the majority of their fifty-seven choices. The school-job program was favored in sixty-one per cent of the choices by restaurant employees as compared to a

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proportionate preference of forty-nine per cent shown by all the employees combined.

The restaurateurs considered the selling duties hard to learn in forty-six per cent of their fifty-seven choices, five per cent less than the proportionate designation of the entire employer group. The restaurant employees considered the selling duties hard to learn in fifty-three per cent of their fifty-seven choices, four per cent more than the proportionate preference expressed by the entire group of employees.

The restaurant proprietors selected school as the best place of learning those duties associated with the handling of customers in seven per cent of their fifty-seven choices, 1.7 per cent less than the proportionate designation of the entire group of employers. The restaurant employees failed to designate the school as the best place of learning the customer duties in any of their fifty-seven selections while the entire employee group expressed a proportionate preference of eight per cent.

The job represented the majority choice of both restaurant employers and employees as to the superior place for learning the customer duties. The restaurateurs favored job instruction in fifty-eight per cent of their fifty-seven choices, an increase of four per cent over the proportionate choice of all the employers combined. The restaurant

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employees selected the job as the best place of learning the customer duties in sixty-seven per cent of their fifty-seven choices, eleven per cent more than the proportionate preference shown by all the employees combined.

The school-job program was selected in thirty-five per cent of the fifty-seven selections made by the three restaurateurs, 1.3 per cent less than the proportionate selection made by the entire employer group. The employees favored the combined program in approximately one third of their choices, 2.4 per cent less than the proportionate selection made by all the employees representing all types of stores.

The restaurateurs considered certain customer duties difficult in forty-four per cent of their fifty-seven selections, four per cent less than the proportionate selection made by all the employers representing all types of stores. The employees representing the three restaurants considered certain customer duties hard to learn in thirty-nine per cent of their fifty-seven choices, just one per cent less than the proportionate selection made by the entire employee group.

Both the restaurateurs and their employees selected school as the best place of acquiring certain personal qualities in twelve per cent of their sixty choices. This * . The second second to the sec and a position compared to the compared of the to to firm the court of the transfer of the court of the and the firm of the state of th THE TANK OF STREET OF STREET STREET, S the survival continue and the state of the survival and . COM DISCOUNT NO. THE the explicit parts of the strong are defend the applicant

figure is ten per cent less than the proportionate choice of the entire employer group and two per cent less than the proportionate preference of the entire employee group.

Job training was selected by the proprietors in twelve per cent of their sixty choices, four per cent less than the proportionate choice made by all the employers in all types of stores. The restaurant employees were decidedly more disposed to elect the job as the best place for development of the personal qualities; the employees selected the job in forty per cent of their sixty choices, sixteen per cent more than the proportionate selection made by the entire group of employees.

The school-job program was definitely the most popular place for acquisition of the personal qualities according to the three restaurateurs reporting. They selected the combined program in seventy-six per cent of their sixty choices, fourteen per cent in excess of the proportionate choice made by the total group of employers. The combined program was favored by the restaurant employees in forty-eight per cent of their choices, 13.5 per cent less than the proportionate preference shown by all the employees in all types of stores.

The personal qualities were considered hard to develop by the restaurant owners in forty-seven per cent of their choices, nine per cent more than was the proportionate

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choice of all the employers included in the study.

Employees in the restaurants considered the qualities hard to acquire or develop in forty-three per cent of the selections, nine per cent in excess of the total employee proportionate preference.

Analysis of Replies from Drug Stores: In designating the best place of learning each of the twenty-three clerical duties it was necessary for the seven cooperating drug store employers to select the best place of learning in 161 instances (twenty-three times seven). The cooperating drug store employers selected school as the best place of learning clerical duties in but five per cent of the 161 choices made. The drug store employees placed even smaller emphasis upon school as the place for learning in selecting the school in but three per cent of their 161 selections. The percentage of employer choices in favor of school training in clerical duties is four per cent less than the proportionate preference of the entire employer group. The percentage of preference for school training expressed by the drug store employees is four per cent less than the proportionate preference of all employees representing all types of stores.

Job training was selected by the drug store employers in thirty-eight per cent of their choices, 7.5 per cent less than the proportionate preference of the entire employer group for job training. Employees in drug stores favored

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TABULATION OF DRUG STORE REPLIES

NO	DUTY OR QUALITY	В	PLOY	ER				PAIPLO	YEE		
	OF POTOAS OTHER P.	SCHOOL	JOB	BOTH	HARD	EASY	SCHOOL	708	BOTH	HARD	EASY
1 2	CLERICAL OUTIES: Calculate what the oustoner is to pay	722	000	9 655	2 1 1	566	5000	000	767	40	3 7 4
34567	Keep record of salss	10000	06654	1 2	0050	7 7 2	0000	6 56	1 2 1	50160	76176
7 8 9 10	Write register error elips Taks inventory Keep record of raturns Nark price tickets	0000	2 1 0 4	356736	1654	76123	0000	55003	327746	14556	3 2 2
12 13 14 15 16	Keep stock complete	0 0 0 3	3 0 0	47	6530	1 2 4 7	0 0 0 3 0	1 4 0 0	63742	66300	1 4 7
16 17 18 19 20	Turn im money to effice	0	50457	2 7 3 2 0	03453	74324	0 0 0	5 0 7 7	6000	7663	7 0 1 1 1 4
20 21 22 23	Wrapping goods	0 0	5 2 1	5 6	6 4	7	0 0	1 1	6 6	6 3	7
	TOTAL	8	61	92	ert	97	5	68	88	75	86
红	SELLING TECHNIQUE: Demonstrate goode	0 0	3	4 2	2 6	5	0 0	2	52	46	3
25 26 27 28 29	Telk up merchandise	0000	34546	32314	4761	3016	0000	54132	523645	7 7 6 2	0 0 1
30 31 32 33	Suggest aubstitute goods	0	3242	535	2 2 1	5 56	000	2 2 2	5 5 5 5	232	5545
34 35 36	better quelity	0 0	1 3 1 0	6467	3 0 0	4777	0 0 0	1 2 0 1	6 5 7 6	4010	3767
37 38 39	Mention guerantes		7 1	7 0 6	0	7 7 7	0 0	6 1	6	0 2 0	7 57
141 140 140	Masting objections concerning price	0	6 3 3	1 4 4	6 5 7	1 2 0	0 0 0	6 5 4	1 2 3	6 7 7	0 0
	TOTAL HANDLING CUSTOMBRS:	0	58	75	52	81	0	50	83	66	67
43 44 45	Neet customers Detsrmine what customer wants Relp customer eslsct right merchandise	0	6 3 6	1 4 1	0 6 6	7 1 1	0 0 0	3 1 4	4634	0 6 6	7 1 1
46 47 48 49	Convince the customer	0	7 6 5 7	0 1 2 0	7 5 5 7	0 2 2 0	0 0 0	3 7 3 7	040	7134	0643
50 51 52 53 54	Use well chosen words	3 0 0	0 6	6 4 7 1	0 0 0	7 7 7	3 4 0 0	0004	4373	1 0 0	3 6 7 7
54 55 56 57	Weiting on oustoner at another counter when necessary Celling beck the amount to oustoner once peyment has been received	0	7 7 5	0 2	0 6	7 7 1	0 0	5 3	2 4	0 0 7	7 7 0
58	Addressing e customer by using e variety of opening words. Finding ways to shorten the delays while weiting for change or edditional merchandise		7	3 0	0 2	7 5	0	4 5	3 2	0	7
59 60 61	Refreining from personally eccusing oustomer of steeling	0	5 56	2 2 1	0	7 6	0	3 4	3 1	0	7 6
01	Greeting customer hy name if known psreonelly	4	92	37	45	88	7	69	57	41	92
1	PERSONAL QUALITIES:		0	7 6	0	7	0	1	6	1	6
2 3 4 5 6	Cooperativeness	5 0	0 0 1	6 2 6	0000	7 7 7	0 0 2 1	0 5 0 1	725531	2 1 0 0	5677
7 8 9	Judgment	000	1144	663372	4417	3360	0000	4645	31 32 72	5547	2 2 3 0
10 11 12 13 14	Sense of Emmor	5 1 1	0 0 2 2 2	4	00261	7 7 5 1 6	0 5 1 0 0	0	47	0 0 5 7 7	7 7 2 0
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job training in forty-two per cent of their selections, three per cent less than the proportionate preference of the entire employee group for job training in the clerical duties.

Both employers and employees representing the drug stores chose the school-job program for learning the clerical duties in the majority of their choices. Employers selected the combined program in fifty-seven per cent of their choices, ll.5 per cent in excess of the proportionate preference of the entire employer group. Employees in the drug stores favored the school-job program in fifty-five per cent of their preferences, seven per cent more than the proportionate choice of the entire employee group for job training.

Drug store employers considered the clerical duties hard to learn in forty per cent of their 161 choices, two per cent more than the proportionate designation of all the employers combined. Employees in the same stores termed the duties hard to learn in forty-seven per cent of their selections, seven per cent in excess of the proportionate designation of all the employees in all stores.

None of the employers or employees representing the seven cooperating drug stores in Quincy selected school as the best place for learning the selling duties in either of their 133 choices. The total employer and employee groups selected school in 5.3 and 5.4 per cent of their choices respectively as bases of comparison.

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Employers in the drug stores selected the job as the best place of learning the selling duties in forty-four per cent of their 133 choices, two per cent in excess of the percentage of preference shown by the entire group of employers who cooperated in the study. Drug store employees selected the job for training in the selling duties in thirty-eight per cent of their choices, seven per cent less than the proportionate preference shown by all the employees in all types of stores.

School-job training was selected by the drug store employers and employees in the majority of their selections. Employers chose the combined program in fifty-six per cent of their 133 choices, three per cent more than the percentage of preference shown by the entire group of employers. Employees in the seven cooperating drug stores favored the school-job program in sixty-two per cent of their 133 selections, thirteen per cent in excess of the proportionate preference shown by all the employees taking part in the study.

The drug store employers considered the selling duties hard to learn in thirty-nine per cent of their choices, twelve per cent less than the percentage of preference expressed by the entire group of employers. Employees in the drug stores considered the selling duties hard to learn in sixty-six or practically one half their choices, approximately one per cent more than the percentage of

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The seven employers representing the drug stores selected school as the best place of learning those duties associated with the handling of customers in but three per cent of their 133 choices, 5.7 per cent less than the proportionate preference of the entire employer group. The drug store employees selected school as the best place of learning the clerical duties in five per cent of their 133 choices, three per cent less than the percentage of preference shown by all the employees combined.

Job training as the best place of learning the customer duties was the majority choice of both the employers and employees in the drug stores. The employers selected job training in sixty-nine per cent of their 133 choices, fifteen per cent more than the proportionate preference of all the employers for job training in customer duties. The drug store employees favored the job as the best place of learning the customer duties in fifty-two per cent of their 133 selections, four per cent less than the proportionate preference of all the employees combined.

The seven employers chose the school-job program as the best place of learning the customer duties in twenty-eight per cent of their choices, 8.3 per cent less than the proportionate choice of the entire employer group.

Employees in the same stores favored the combined program

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in forty-three per cent of their selections, 7.6 per cent in excess of the proportionate preference expressed by all the employees combined.

The drug store employers considered the customer duties hard to learn in thirty-four per cent of their 133 choices, fifteen per cent less than the percentage of preference shown by the entire employer group. Employees in the drug stores termed various customer duties hard to learn in thirty-one per cent of their selections, nine per cent less than the percentage of selection made by all the employees combined.

The employers representing the drug stores selected school as the best place of acquiring the personal qualities suggested by the writer in 16.4 per cent of their 140 choices, 5.6 per cent less than the percentage of similar choices made by all the employers combined. The drug store employees chose school as the place of acquiring the personal qualities in thirteen per cent of their 140 choices, one per cent less than the percentage of like choices made by all the employees cooperating in the study.

Job acquisition or development of the personal qualities was favored in 15.7 per cent of the 140 choices made by the drug store employers, .3 per cent less than the proportion of similar choices made by the total employer group. Employees representing the drug stores favored job

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acquisition in twenty-seven per cent of their selections, three per cent more than the similar choice made by all employees representing all types of stores.

The employers and employees representing the drug stores both selected the school-job program in the majority of their selections. Employers chose the combined program for development of the personal qualities in sixty-eight per cent of their 140 choices, six per cent more than the proportionate preference shown by all the employers combined. The drug store employees favored the combined program in sixty per cent of their choices, 1.5 per cent less than the percentage of like choices made by all employees combined.

Employers representing the drug stores considered the personal qualities hard to acquire in twenty-one per cent of their choices, seventeen per cent less than the proportionate choice made by all the employers who cooperated. Employees in the same stores termed the personal qualities hard to acquire in thirty-one per cent of their choices, three per cent less than the proportionate designation made by the entire employee group.

Analysis of Replies from Automotive Stores: The seven cooperating automotive employers selected school as the best place of learning the clerical duties in but two per cent of their 161 choices, seven per cent less than the percentage of preference shown by the entire employer group. The

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TABULATION OF AUTOMOTIVE STORE REPLIES

то	DUTY OR QUALITY		EMPLO	YER				EM	PLOYE	æ	
	CLERICAL OUTIES:	SCHOOL	508	Вотн	HARD	EASY	SCHOOL	JOB	BoTH	HARD	EASY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	Celemete what the enstemer is to pay. Write sales sheeke. Keep record of seles. Make change. Handle phone erders. Give prices and estimetes over phone. Operate cesh register. Write register error slips. Take inventory. Keep record of returns. Mark price tickets. Keep stock complete. Mark merchandise. Write requisition for supplies. Mark nechandise. Turn in money to effice. Accept and epprove checks. Report slow selling merchandise. Give training to other employees. Wrapping goods. Tallying item under correct department so that management has accurate department when necessary. TOTAL	010000000000000000000000000000000000000	1006777661116577004077776 30 87	6671000116661207753700001	10000130004527510127610 76 59	6 7 7 7 7 6 4 7 7 7 3 2 5 0 2 6 7 6 5 0 1 1 6 7 0 1 0 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1	110000000000000000000000000000000000000	110656430164700407765 51 79	556121347613075370012 26 77	314027005526630054420 72 8	463750772251147723357 05 93
24 25 6 228 29 30 1 32 33 34 55 65 73 8 39 04 14 2 43 44 55	Omenatrate goods	000000 00000 00000	5 5 65 4	5 7 7 1 7 3 2 2 68	0 2 0 7 7 7 7 88	16477 57000 45 600	000000000000000000000000000000000000000	42101 516666 78 72	102332222 35676 26111 55 0522	22 41400 006777 73	101102455 36377 77100 60 7010
43 44 44 44 44 44 44 44 44 44 44 44 44 4	Convince the onetomer. Wait en several oustomers et ence. Make adjustments. Meet objections to firm. Use clear and expressive speech. Understand that first obligation is to the oustomer. Suggest wrapping of oustomer's other bundles. Weiting on oustomer at another counter when necessary Celling back the anount to oustomer once payment has been received. Being patient with trying oustomers. Addressing e oustomer by using e variety of opening words. Finding ways to shorten the delays while waiting for change or additional merchandise. Refraining from personally eccusing oustomer of stesling. Quastioning oustomer about the possibility of the money being counterfeit. TOTAL PERSONAL QUALITIES:	00043	6 6 5 5 6 87	1 0 3 4 7 3 0 0 1 1 1 2 2 1	744776000000000000000000000000000000000	7 6 7 3 6 6 7 80	000000000000000000000000000000000000000	64600037 44 5 6 3 36 75	2 1 3 1 6 6 7 7 5 0 3 3 3 2 1 4 4 1 1 5 6	4 7 6 0 0 0 0 0 1 0 7 0 6 1 0 53	10301777766 7700 7711667780
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	Energy. Cooperativeness. Initiative Personal Appearance. Ospendebility. Judgment. Confidence. Sincerity. Tolerance. Sense of Humor. Courtesy. Attitude. Test. Industry. Alertness. Bensety. Sympethy. Loyalty. Ambition. Enthusiasm.	163600000000000000000000000000000000000	3	614336471644617253	0	7	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	50045230033511	4 7 5	22551600476003000	567522617730177

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employees favored school as the best place of learning in three per cent of 161 choices, four per cent less than the percentage of preference shown by all the employees combined.

Job training in performance of the clerical duties was designated by the automotive employers in fifty-four per cent of their selection, 8.5 per cent more than the similar preference shown by all cooperating employers combined. Automotive employees selected job training in forty-nine per cent of their 161 choices, four per cent in excess of the proportionate preference shown by the entire employee group.

A school job program was selected as best by the automotive employers in forty-four per cent of their choices, 1.5 per cent less than the similar preference expressed by all employers combined. The employees in the same automotive stores favored a combined program in forty-eight per cent of their 161 choices, a percentage which is identical with that of the total group of employees.

The clerical duties were considered hard to learn by automotive employers in thirty-seven per cent of their choices, one per cent less than the percentage of preference shown by all employers in all types of stores. Automotive employees considered clerical duties hard to

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learn in forty-two per cent of their choices, eight per cent in excess of the proportionate preference of the entire group of employees represented in the study.

Both employers and employees representing the automotive stores in Quincy failed to select the school as the place where the selling duties or technique should be learned in any of their 133 choices. As a basis for comparison, the entire employer group in the study favored school training in 5.3 per cent of their choices while the entire employee group selected school in 5.4 per cent of their choices.

Automotive employers selected the job as the best place of learning selling duties in forty-nine per cent of their choices, seven per cent more than the proportionate preference expressed by the entire group of employers. Employees in the same stores favored the job as the best place of learning in fifty-nine per cent of their 133 choices, fourteen per cent in excess of the proportionate choice of all employees combined.

The school-job program was selected for learning the various selling duties by the automotive employers in fifty-one per cent or a majority of their choices, two per cent less than the similar preference expressed by the total employer group. The employees representing the automotive establishments favored the school-job program in forty-one

a first oad of the present the off the party of the state of the same of the state of the particular terms of the The market on trial in the way the if and our longer . I still it a set to itsolds because a the secondary patter section to the second contract of the second Accept the state of the state o with the same and a state of the property of the same of the same

per cent of their choices, eight per cent less than the similar choice made by all employees in the study combined.

Automotive employers considered the selling duties hard to learn in sixty-six per cent of their choices, fifteen per cent more than the percentage of preference shown by the entire group of employers taking part in the study. The selling duties were considered hard to learn by the automotive employees in fifty-five per cent of their choices, six per cent less than the percentage of preference shown by all the employees combined.

Employers representing the automotive stores selected school as the best place for learning those duties associated with the handling of customers in five per cent of their 133 choices, 3.7 per cent less than the similar preference expressed by the total group of cooperating employers. Automotive employees favored school as the best place for learning these duties in but two per cent of their preference, six per cent below the percentage of preference shown by all the employees combined.

Job training was the predominant and majority choice as the place of learning the customer duties for both groups in the automotive stores. The employers in these stores selected the job in sixty-five per cent of their choices, eleven per cent more than the similar preference expressed by all the employers in all types of stores. Employees favored job

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training in fifty-six per cent of their choices, a percentage of preference identical with that of the entire employee group.

Automotive employers chose a school-job program for learning customer duties in twenty-nine per cent of their selections, 7.3 per cent less than the similar designation made by the combined group of employers taking part in the study. The employees representing the automotive stores selected the school-job program in forty-two per cent of their choices, 6.6 per cent in excess of the similar choice made by all employees combined.

The employers and employees in the automotive stores considered the customer duties hard to learn in forty-one per cent of their choices, a percentage which is nine per cent less than the proportionate preference of the total employer group and identical with that of the entire employee group.

The employers representing the automotive stores designated school as the best place of acquiring the suggested personal qualities in twenty-two per cent of their choices, two per cent less than the proportionate preference of all the employers participating in the study combined. Employees in these same stores favored school as the best place of acquisition in eight per cent of their choices, six per cent less than the similar

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preference expressed by the entire group of employees.

Job acquisition or development was selected by automotive employers in eighteen per cent of their 140 choices,
two per cent more than the proportionate choice made by the
total group of employers. Automotive employees believed the
job to be the best place for acquiring the personal qualities
suggested in thirty-four per cent of their choices, ten per
cent more than the similar choice rendered by the entire
cooperating group of employees.

Once again, the combined efforts of school and job seemed to be the best method of acquiring the desired qualities according to the replies of both employers and employees representing the automotive stores. The seven employers selected the school-job program in sixty-two per cent of their choices, a percentage which is identical with that of the total employer group. Employees in the automotive stores favored the combined program in fifty-eight per cent of their selections, 3.5 per cent less than the similar designation made by all employees combined.

The personal qualities were considered hard to acquire by the automotive employers in thirty-three per cent of their choices, five per cent below the proportionate designation of the entire employer group. Employees of the automotive stores believed various qualities hard to acquire in twenty-nine per cent of their choices, five per cent less

* 4 The second of the first the first of the second of the sec · store that has a recommendate of the country the miles of a state of a fought the remaining transports think of the bulb to a subject a separate property and the suit to The state of the s water record to the first of the contract of t Author and anything to the appoint of the property of the

than the similar choice made by all the employees representing all types of stores.

Analysis of Replies from Furniture-Radio Stores: For the sake of brevity in this analysis the furniture-radio stores will henceforth be referred to as furniture stores. Check lists were collected from four establishments with a representative of management and an employee cooperating in each store. Recipients of the check lists were asked to designate the best place of learning each of the twenty-three clerical duties thus requiring ninety-two choices (twenty-three duties times four employers or employees). This is the same formula of analysis which is used throughout the study and adapted to the specific number of duties under consideration and the specific number of employers or employees answering the check list.

The furniture store employers selected school as the best place of learning the clerical duties in five per cent of their choices, four per cent less than the percentage of preference shown by the employers in all types of stores. Employees in the furniture stores favored school as the best place of learning the clerical duties in two per cent of their selections, five per cent less than the similar choice of the entire employee group.

Job training for performance of the clerical duties was recommended in forty-seven per cent of the furniture

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TABULATION OF PURNITURE-RADIO STORE REPLIES

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	TOTAL	5	43	44	35	57	2	31	59	34	58
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	TOTAL	0	30	46	40	36	0	29	47	37	39
43 44 45 44 49 49 50 51 52 55 55 55 55 56	HARDLINE CUSTOMERS: Neet customers. Detsrmine what oustomer wants. Gelp oustomer eelect right merobandise. Convince the eustomer. Wait en severel oustemers et once. Make adjustments. Meet objections to firm. Use well chosen words. Use elear and expressive speech. Understand that first obligation is to the oustomer. Suggest wrapping of oustomer's other bundles. Weiting on oustomer at another counter when necessary. Calling back the amount to oustomer once psyment has been received. Being patient with trying eustomers.	0 0 0 0 2 3 0 0 0	32245400024 44	122201021420	14440000001 14	300021144443 20	000000000000000000000000000000000000000	22 32 23 30 00 24 23	221221144420	0444333311001 04	400011133443 40
57	Addressing e customer by using a variety of opening words	0	3	1	0	4	0	1	3	0	4
58 59 60 61	Finding ways to ebosten the delays while waiting for change or additional merchandise	0	3 3 3 2 48	1 1 2 23	0 0 0 28	3 4 4 4 48	0 0 0 0	2 1 0 2 34	2 3 4 2 42	2 0 0 0 30	2 4 4 14 146
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 6 17 18 19 20	Energy. Cooperativeness. Initiative. Personal Appearance. Dependability. Judgment. Confidence. Sincerity. Telerance. Sense of Humor. Courtesy. Attitude. Tact. Industry. Alertness. Honesty. Symapthy. Loyalty. Ambition. Entbuelasm.	0133000003	00011112000222000110112	54211555241222205152	102002223002430002000023	34244222144801444444 57	0 0 0 0 1 1 1 0 0 0 0 0 1 1 0 0 0 0 1 1 0 0 0 1 1 0 0 0 0 1 0	2110001222000132200012221	annonneadhnia nannea 2	3 4 2 0 0 1 0 1	23143012243102445455 8

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store employer choices, 1.5 per cent higher than the proportionate choice made by all the employers combined. Employees selected the job as the best place of learning the clerical duties in thirty-four per cent of their ninety-two choices, eleven per cent less than the proportionate choice made by all the employees represented in the study.

The furniture store employers selected a school-job program in forty-eight per cent of their ninety-two choices, 2.5 per cent more than the similar preference expressed by the total group of employers. Employees in the same stores chose the combined program in sixty-four per cent of their choices, sixteen per cent more than the proportionate preference of all employees combined.

The clerical duties were considered difficult by the furniture store employers in thirty-nine per cent of their choices, just one per cent more than the similar preference shown by the entire group of employers. The employees in the furniture stores considered the various clerical duties hard to learn in thirty-seven per cent of their choices, three per cent less than the similar preference shown by the total employee group.

Neither the furniture store employers nor the employees selected the school as the place where those duties commonly

A CONTRACTOR OF THE OUT THE STREET, STATE OF THE STREET · but on the little sit has been expended in a summer the state of the s the state of the same of the same of the same and the transfer and a series of the property of the party of the part and the manufacture of the state of the associated with selling technique could be learned. As a basis for comparison, the total group of employer and employees selected the school in 5.3 per cent and 5.4 per cent of their choices respectively.

Furniture store employers preferred job training in the selling duties in thirty-nine per cent of their choices three per cent less than the proportionate preference of the entire employer group. Employees in the same stores chose job training in thirty-eight per cent of their selections, seven per cent less than the percentage of preference shown by the entire group of employees who participated in the study.

Both employers and employees representing the furniture stores showed preference for the school-job program in learning the selling duties. The employers chose the combined program in sixty-one per cent of their choices, eight per cent more than the percentage of similar choice made by all the employers combined. Employees in the furniture stores favored the combined program in sixty-two per cent of their choices, thirteen per cent in excess of the total employee percentage of preference.

The selling duties were considered hard to learn in fifty-three per cent of the seventy-six choices made by the furniture store employers, two per cent more than the proportionate preference shown by the entire employer group.

associated with selling tearnings sould be learned. is a bests for domparison, the total group of employer and employers selected the school in c.3 car quit and 5.4 per cant of their decides respectively.

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the selling ducies in thirty-mine per sent of their choices
three per cent less then the proportionate profession of the
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toth amployers and employees representing the furniture atores enough preference for the ambool-job program in learning the selling duties. The employers about the combined program in striy-one per cent of their choice, anyly der cent more than the percentage of similar choice and my all the employers commined. Employees in the furniture stores favoure the application program in Sixty-two per cent of their couldes, thirteen per cent in excess of the intell complayers percentage of preference.

The selling inties nere nontificed hird to learn in

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furniture since employers, for per cent more than the

proportionate preference above ay its entire employer drame.

Employees in the same stores termed the selling duties hard to learn in forty-nine per cent of their choices, a percentage identical with that of the entire employee group.

The furniture store employers selected school as the place of learning the customer duties in seven per cent of their seventy-six choices, 1.7 per cent less than the preference shown by the total employer group. The employees in the same stores failed to elect school training in any of their seventy-six choices as compared to the eight per cent preference exemplified by the entire employee group.

Job training in customer duties was selected by employers in the furniture stores in sixty-three per cent of their choices, nine per cent in excess of the percentage of choice for job training made by all employers representing all types of stores. Employees in these stores favored job training in forty-five per cent of their choices, eleven per cent below the employee preference for the entire group.

Employers in the furniture stores preferred the schooljob program for learning the customer duties in thirty per
cent of their selections, 6.3 per cent less than the
proportionate choice of all the employers who took part in
the study. The furniture store employees favored the
combined program in fifty-five per cent of their choices,

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19.6 per cent in excess of the proportionate choice of their total group.

The customer duties were considered hard to learn by
the furniture store employers in thirty-seven per cent of
their choices, twelve per cent less than the similar
percentage of preference shown by the entire group of
employers cooperating in the study. The employees considered
the customer duties hard to learn in thirty-nine per cent
of their choices, just one per cent less than the proportionate
choice made by all cooperating employees combined.

Furniture store employers selected the school as the best place of acquiring the suggested personal qualities in twenty-five per cent of their eighty choices, three per cent more than the proportionate selection made by the entire group of employers. Employees in the same stores chose school as the best place of acquiring the qualities in nine per cent of their eighty choices, five per cent less than the proportionate choice of all the employees represented in the study.

Job acquisition or development was favored in twenty per cent of the choices made by the furniture store employers, four per cent in excess of the similar preference expressed by all the employers combined. Employees in the furniture stores chose job development in twenty-six per cent of their selections, two per cent more than the proportionate preference

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expressed by the entire employee group.

The furniture store employers and employees both selected school-job acquisition in the majority of their choices. The employers favored the combined program in fifty-five per cent of their choices, seven per cent less than the percentage of preference expressed by all the employers combined. Employees in the furniture stores selected the school-job program in sixty-five per cent of their choices, 3.5 per cent in excess of the percentage of choice made by all the employees representing all types of stores.

The suggested personal qualities were considered hard to acquire by furniture store employers in twenty-nine per cent of their choices, nine per cent less than the similar preference shown by all the employers combined. Employees in the same stores considered the qualities hard to acquire in forty per cent of their preference, six per cent more than the proportionate designation of the total employee group.

Analysis of Replies from "Other" Stores: Those stores classified as "other" stores in which returns were realized from both employers and employees were two jewelry stores, one gift shop, and one stationery store. For the purpose of this analysis the "other" stores will be termed as miscellaneous.

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TABULATION OF OTHER STORE REPLIES

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111111111111111111111111111111111111111	1 2 3 4 5 6 7 8 9 9 10 11 12 13 14 15 6 6 7 18 19 19 19 19 19 19 19 19 19 19 19 19 19	Celculate what the oustomer wants. Write sales sheeks. Keep record of seles. Make changs. Handle phone orders. Oive prices and estimates over phone. Operate cash register. Write register error slips. Take inventory. Keep record of returns. Merk price tickets Keep record complete. Mark merchandiss. Write requisition for supplies. Mark merchandiss. Turn in money to offices Accept and approve checks. Report slow selling merchandiss. Inspect incoming merchandiss. Sive training to other employees. Wrapping goods. Tallying item under correct department so that management has secourate department sales figures. Figuring turnover for department when necessary.	10011201001	000033133002020200303333	423113004324132131101 22	310114113424221023051 43	154550551020225421415 01	021110111001131110011	100535550052500205555	32 30 10 0 0 0 4 3 1 2 0 3 1 1 3 1 1 0 1 3 3	300113004224330044430	144331440220114400014				
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School was selected as the best place of learning the various clerical duties by the miscellaneous employers in sixteen per cent of their ninety-two choices, seven per cent more than the proportionate preference of the entire employer group. The miscellaneous employees chose school as the best place of learning the clerical duties in twenty per cent of their selections, thirteen per cent in excess of the similar preference shown by all the employees who cooperated in the study.

Job training was selected by the miscellaneous employers in thirty-nine per cent of their ninety-two choices, 6.5 per cent less than the percentage of preference shown by all the employers representing all the stores. Employees in the jewelry, gift, and stationery stores favored job training in forty-one per cent of their selections, four per cent less than the proportionate preference shown by all the employees combined.

Employers representing the jewelry, gift, and stationery stores selected school-job training in forty-five per cent of their choices, just .5 per cent less than the percentage of preference shown by the entire employer group. Employees in the same stores selected the combined program in thirty-nine per cent of their choices, nine per cent less than the similar preference shown by all the employees who cooperated in the study.

Sancol was selected as the seat pleas of learning the verious elected detics by the miscalleneous employers in sixteen per cent of their ninery-two choices, seven par cent more than the new portionate preserved of the entire employer group. The miscalleneous employees choose about as the best plane of learning the clorical daties in twenty per cent of their releations, thisteen per cent in exacts of the similar preference shown by all the employees who courses of the similar preference shown by all the employees who courses of the similar preference shown by all the employees

Job training was salested by the miscollaneous amployers in thirty-nine per cent of their ninety-two choices. S.S per cent less then the percentage of preference chown by all the amployers recreaenting all the chores. Imployees in the jewelry, gift, and stationery stones (evered job training in forty-one cent of their selections, four per cent less than the proportionate preference shown by all the employees combined.

Employers representing the jenelry, gift, and stationary stores selected sommal-job training in forty-live per sent of their choices, just .5 per cent less than the percentage of preference shown by the entire employer group. Capleyers in the same stores selected the combined program in thirty-cine per cent of their choices, nine per cent of their choices, nine per cent less than the similar preference shown by all the employees who cooperated in the study.

The miscellaneous employers considered the clerical duties hard to learn in fifty-four per cent of their ninety-two choices, sixteen per cent in excess of the proportionate designation made by the entire group of employers. Miscellaneous employees considered the clerical hard to learn in fifty-two per cent of their choices, twelve per cent more than the proportionate designation made by the group of employees representing all types of stores.

Employers representing the miscellaneous stores selected school as the best place of learning those duties commonly associated with selling technique in fourteen per cent of their seventy-six choices, 8.7 per cent more than the similar preference expressed by the total group of employers represented in the study. Employees in these stores favored school training in the selling duties in sixteen per cent of their choices, 10.6 per cent more than the percentage of preference expressed by all employees representing all types of stores.

Job training in the selling duties was chosen by the miscellaneous employers in twenty-one per cent of their selections, twenty-one per cent less than the percentage of preference shown by the total employer group for job training. Employees in the miscellaneous group preferred job training in twenty per cent of their choices, twenty-five per cent less than the proportionate choice of all employees

duction and the design law of the control of the co The state of the s THE REPORT OF THE PARTY OF THE Partiel I have been a of a supplement applied and the ballion was The second of the second part of the second or announced and many to be to be the second to be the a sufficient colored a second facility of the color of th

cooperating in the study combined.

The miscellaneous employers and employees both selected the school-job program in sixty-four per cent of their choices. As bases for comparison, the proportionate preference shown by the total employer group was fifty-three per cent and that shown by the entire employee group was forty-nine per cent.

Employers and employees representing the miscellaneous group were also in agreement as to the measure of difficulty attached to the learning of the selling duties. Employers and employees both considered the selling duties hard to learn in seventy per cent of their choices, nineteen per cent more than the proportionate designation made by the total employer group and twenty-one per cent more than the similar preference shown by the entire employee group.

Employers and employees were in still further agreement in selecting the school as the place of learning the customer duties. Each group selected school in eighteen per cent of their choices, an increase of 9.3 per cent over the proportionate choice of the entire employer group and ten per cent over the similar preference rendered by all the employees combined.

At this point the writer would like to emphasize a point made earlier in the analysis. The percentage of preference is meant to portray the similarity or divergence of choice, as the case may be, for school, job, or school-job instruction

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as shown by the total selections and in no way constitutes a basis for comparison of the specific duties or qualities. Such an analysis is not the writer's intention at this time, and the reader can make such an analysis by such means as he deems most appropriate if so desired.

Job instruction in the customer duties was favored by employers representing the miscellaneous group in forty-three per cent of their choices, eleven per cent less than the proportionate choice of the entire employer group. Employees in the miscellaneous group favored job instruction or training in fifty-five per cent of their selections, just one per cent less than the proportionate choice made by all the employees combined.

The employers in the miscellaneous group selected the school-job program in thirty-eight per cent of their seventy-six choices, 1.7 per cent more than the similar preference expressed by the total employer group. Employees in this group favored the combined program in twenty-six per cent of their choices, 9.4 per cent less than the similar preference shown by the total employee group.

The customer duties were considered hard to learn by
the miscellaneous employers in fifty per cent or exactly one
half of their choices, one per cent in excess of the proportionate designation made by all the employers combined.
Employees in the miscellaneous group considered the customer

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duties hard to learn in forty-nine per cent of their choices, nine per cent more than the like preference expressed by the entire group of employees.

The four employers representing the miscellaneous stores selected school as the best place of acquiring the suggested personal qualities in forty per cent of their eighty choices, eighteen per cent in excess of the proportionate selection made by all the group of employers. The four employees in the same stores selected school as the best place of development in but eleven per cent of their choices, three per cent less than the like preference expressed by all the employees combined.

The employers and employees in these stores both favored job acquisition or development in but six per cent of their choices; this percentage of preference is ten per cent below that of the total employer group and eighteen per cent less than that of all the employees combined.

The combined program, which has been commonly referred to as the school-job program throughout the study, was the predominant and majority choice of both the employers and employees representing the miscellaneous stores as the best place for acquiring or developing the personal qualities.

The four employers selected the school-job program in fifty-four per cent of their choices, eight per cent less than the proportionate preference made by the total employer group.

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The four employees chose the school-job program in eighty-three per cent of their selections, 21.5 per cent in excess of the proportionate preference expressed by all the employees combined.

The personal qualities were considered hard to learn by the four employers in thirty-one per cent of their selections, seven per cent less than the proportionate designation of the entire employer group. The four employees representing the miscellaneous stores termed the qualities hard to learn in twenty-four per cent of their selections, ten per cent less than the proportionate preference of the entire employee group.

Analysis of Duties and Qualities which Require School
Training: Table XIV (page 119) shows the duties and personal
qualities which require school training according to the
total group of employers and employees who participated in
the study. The writer realizes that a study of this sort
is of value only if a practical application of the results
is possible.

In determining the percentage of employers and employees favoring school training, those replies which favored school-job training as well as those which favored school alone were considered. Only through this means can the true

The time of administration with the state of The little of th and the second of the second o · Other World to believe and the under the The control of the transfer of the control of the c The state of the s and the second of the second o

responsibility of the school in the retail selling program be realized. No duty or personal quality was included unless fifty per cent or more of the cooperating employers and employees selected school or school-job as the place of learning.

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TABLE XIV

DUTIES AND QUALITIES IN WHICH SCHOOL TRAINING

SHOULD BE AFFORDED

NO		PERCENTAGE Employer	
	CLERICAL DUTIES:		
1 2 3 9 10 12 14 15 17 22	Calculate what the customer is to pay Write sales checks Keep record of sales Take inventory Keep record of returns Keep stock complete Write requisition for supplies Make out bank slips Accept and approve checks Tallying item under correct department that management has accurate department sales figure Figuring turnover for department when necessary	89 81 85 81 78 53 82 97 78 so	76 83 81 80 83 61 87 92 83
	SELLING TECHNIQUE:		
24 26 27 28 29 30 31 32 33 35 36 37 39	Demonstrate goods Talk up merchandise Try to increase average sale Close sale Suggest additional goods Suggest substitute goods Suggest large size or quantity Suggest better quality Stress benefits received from larger size or better quality Recommend services such as credit, etc. Mention advertising Mention guarantee Mention specials	68 63 51 60 60 60 57 60 74 60 81 81 64	63 61 60 68 57 51 57 63 67 65 82 80 56
44 50 51	HANDLING CUSTOMERS: Determine what customer wants Use well chosen words Use clear and expressive speech	53 100 97	57 97 97

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TABLE XIV (continued)

DUTIES AND QUALITIES IN WHICH SCHOOL TRAINING

SHOULD BE AFFORDED

NO	DUTY OR QUALITY	PERCENTAGE	TH FAVOR
No	DOLL OIL GORDILL	Employer	Employee Employee
57	Addressing a customer by using a variety of opening words	61	53
	PERSONAL QUALITIES:		
1 2 3 4 5 6 8 9 10 11 12 13 14 15 16 17 18 19 20	Energy Cooperativeness Initiative Personal Appearance Dependability Judgment Sincerity Tolerance Sense of Humor Courtesy Attitude Tact Industry Alertness Honesty Sympathy Loyalty Ambition Enthusiasm	88 93 83 97 92 82 74 75 92 97 65 79 74 92 96 82 85 90 75	72 74 64 100 93 57 74 63 96 94 66 69 64 93 94 71 81 80 61

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CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS CONCLUSIONS

Any retail selling curriculum which is introduced into the school system must be one that is practical. Although the writer has sampled employers and employees in eleven groups of stores, he realizes that immediate curriculum changes designed to meet the needs of the specific types of stores represented in the study should be abortive. It was with this thought in mind that the writer selected those duties and personal qualities which would be common to all types of stores. Consequently, the greater portion of the final chapter is devoted to conclusions and recommendations based on the analysis of replies from all the employers and employees in all types of stores.

The Clerical Duties: School was selected in nine per cent of the employer choices and seven per cent of the employee choices. This small percentage of choice should not be so misconstrued as to lead curriculum makers to think that there are not specific clerical duties which lend themselves to school instruction. However, the majority of employer and employee choices show a preference for some form of instruction rather than that offered soley within the confines of the high school. Obviously the employers

CONTRIBLIONS AND BECOMMENDATIONS

into retail selling curriculum which is introduced into the scabool system has be one that is practical. Although the writer has sempled employers and employees in cleven groups of stores, he reflices that immediate curriculum changes designed to meet the needs of the specific types of stores represented in the study should be scortive. It was with this thought in mind that his writer melected those duties and personal qualities union would be someon to all types of stores. Consequently, the greater portion of the final chapter is devoted to conclusions and recommondations final chapter is devoted to conclusions and recommondations employees in all types of stores.

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and employees participating in the study have had unfortunate experiences as a result of high school instruction or, more likely, do not realize the possibilities of school instruction when properly administered.

Job instruction in the clerical duties was selected in 45.5 per cent of the employer choices and forty-five per cent of the employee choices. Although this similarity of preference does not constitute agreement on the best place of learning specific clerical duties, it does represent agreement as to the place of learning the clerical duties when considered as a type of duty.

The small percentage of preference expressed by both groups for school instruction in the clerical duties should not lead curriculum makers to think that the school has no role to perform in the training. Employers favored the school-job program in 45.5 per cent of their choices while the employees favored a combined program in forty-eight per cent of their choices. The school has an important role but only in conjunction with organized cooperation with the stores in which students will seek retail employment upon graduation.

The clerical duties were considered hard by the employers in thirty-eight per cent of their choices while the employees considered the duties hard to learn in forty per cent of their selections.

and comployers participating in the study have had unfortunate experiences as a result of high school instruction or, more likely, so not realize the possibilities of school instruction when proporly administrated.

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The sight per cent of their shokes while the employers to thirty-sight per cent of their shokes while the employers considered the duties hard to learn in forty per sent of their selections.

The Selling Duties: The employers and the employees showed a great deal of agreement upon the importance of school training alone in acquiring selling technique. The employers chose school as the best place of learning the selling duties in 5.3 per cent of their selections while the employees selected school as the best place of learning in 5.4 per cent of their choices. An analysis of Table II, page 34, proves conclusively that such agreement as to the place of learning the specific selling duties does not exist.

It is most surprising to note that the employers should favor job training exclusively in but forty-two per cent of their choices while the employees selected job training in forty-five per cent of their choices. Employers have long been charged with the fault of being too proud of their self-madeness. The fact that the employees favored job training in a greater percentage of their choices leads the writer to believe that the employers favoring job training in this study did so honestly and with a purpose.

Curriculum makers in Quincy will do well to consider
the fact that the employers favored a school-job program in
fifty-three per cent of their choices, four per cent more
than the similar preference expressed by the employees. An
examination of the selling duties listed on the check list
(page 24) will leave little doubt but what these duties are
universally performed in all types of stores. The employers

The Salling Entities: The employers and the employers showed a great deal of agreement upon the importance of school training alone in acquiring salling teodrique. The employers observable to the best place of learning the salling deties in 5.8 per cent of their selections while the employers selected school as the best place of learning in 5.4 per cent of their shortes. An analysis of Isble 11, page 34, proves conclusively that such agreement as to the class of learning the specific selling duties does not exist.

It is most surprising to note that the amployers should favor job training analysively in but forty-two per cout of their choices while the employers selected job training in forty-five per cent of their choices. Smaloyers have long been charged with the fault of being too proud of their self-madeness. Whe fact that the amployers favored job training in a greater percentage of their choices leads the writer to believe that the employers favoring job training to believe that the employers favoring job traininging to be believe that the employers favoring job traininging this study did so nonestly and with a purpose.

Corrioulum makers in Quincy will do well to somether the fast that the amployons favored a school-job program in filty-tures per cent of their choices, four per cent more than the similar preference expressed by the similar preference expressed by the similar preference expressed by the similar duties listed on the check list examination of the celling duties listed on the check list (page 24) will leave little doubt but what these duties are quiverselly performed in all types of stores. The samployure

and the employees favored the school-job program for instruction in the selling duties in greater proportions than was the case with either clerical or customer duties.

Both employers and employees considered the selling duties hard to learn in a great percentage of their choices. The employers considered the selling duties hard to learn in fifty-one per cent of their choices while the employees termed the selling duties hard to learn in forty-nine per cent of their choices.

The Customer Duties: The employers selected school as the best place of learning the customer duties in 8.7 per cent of their choice; this figure is .7 per cent more than the proportionate preference shown by the employees. An examination . of the customer duties on the check-list reveals that personal contact is essential to performance of the customer duties. Undoubtedly, both employers and employees had difficulty envisioning instruction in these duties without the presence of actual customers. This conclusion is given further support by the relatively small percentage of choice for school-job training in customer duties made by both employers and employees; the employers favored school-job training in but 36.3 per cent of their selections while the employees selected the combined program in 35.4 per cent of their choices.

The employers considered the customer duties hard to learn in forty-nine per cent of their choices while the employees

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hard to learn in a great porcentage of their analoss. The employers considered the selling detices hard to learn in fifty-one per west of their absides while the employees turned the selling duties hard to learn in forty-nine per cent of their choices.

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learn in forty-uise per cent of their phoises while the employees

considered the customer duties hard to learn in forty per cent of their choices.

The Personal Qualities: The school has an important service to perform in developing the suggested personal qualities. The employers selected the school as the best place of acquiring or developing the personal qualities in twenty-two per cent of their choices and the employees favored school as the best place of acquiring the qualities in fourteen per cent of their choices. Further need for school training in these qualities is emphasized by the fact that the seventy-two employers selected the school-job program as the best place of acquisition in sixty-two per cent of their choices while the same number of employees selected the school-job program in 61.5 per cent of their choices.

The employers believed job training in the personal qualities to be adequate in but sixteen per cent of their choices while the employees thought it adequate in twenty-four per cent of their choices. The employers believed the personal qualities hard to acquire or develop in thirty-eight per cent of their choices while the seventy-two employees considered the qualities hard to acquire in thirty-four per cent of their choices.

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The Personal graitites: "no school has no important service to perform in develouing to suggested carsonal qualities. The satiopers selected the school as the best place of neguining or developing the servicel qualities in the unity-two per sent of their quoises and the employees revored sented as the sent place of sequining the qualities in courteen per ownt of their aloues. Further need too sent of the sentent, the sent place of sequinities in the fact of the sentent the seventy-two per progress selected the school-job cent of their aboutes while the same number of employees selected the sixty-two per cent of their aboutes while the same number of employees about of their abouted the school-job croupen in file per cent of their aboutes.

The employees in the state of the personal qualities to or adequate in but extend per dent of their choices throught it adequate in twenty-door per sent of their choices. The employers believed the personal qualities and to sequire or develop in thirty-eight pur sent of their choices while the seventy-two employees considered the qualities hard to possible in thirty-iour personal of their choices.

A Cooperative Part-time Retail-Selling Program: As a result of this study it is evident that school training alone in clerical duties, selling duties, customer duties, and the personal qualities is inadequate. The writer feels that there is no better judge of this than the employers and employees themselves. The majority of choices of both the employers and employees was for job training or combined school-job training. Inasmuch as the employers and the employees have shown the need for job training to learn these duties and acquire the qualities, the writer suggests an organized investigation by those school authorities in Quincy directly concerned with curriculum construction for the purpose of studying the advisability of a cooperative part-time retail-selling program. Obviously, such an investigation is beyond the confines of this study.

It should be kept in mind that a course in which instruction is confined to classroom work will not prepare a student for salesmanship. All that such a course can accomplish is to give him a concept of the principles of any field of salesmanship. Too often, moreover, such courses rely soley upon the textbooks for instructional material.

Naturally, the writer realizes that such a recommendation of the type just suggested is meaning-less unless the reader is given some idea as to the benefits accruing from such a program. The advantages

A dorperative Fertiline Settle Propress is a result of this study it is evident that unbook various clone is clerical du les, selling duties, customer duties, and the personal quantiles is inadequate. The writer feels that there is no better judge of this then une suployers and employers themselves. The argority of choices of unin the employers and employers and employers and suployers was for judy training or combined suployers and the suployers have ender the qualities, the suployers and the these futles and acquire the qualities, the suffer suggests in organized lavestigation by those school subbolities in the purpose of stadying the advisability of a comperative interpretative respective propose of stadying the advisability of a comperative interpretative reseals selling progress. Obviously, such an investigation is beyond the continues of this cust.

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recommendation of one order some lies augmentation of one order some lies augmentation of the retier is given some lies as to one benefits, according from such a program. The advantagem

to the employer of such a program are:

- 1. There is a constant and systematic infusion of desirable beginners into the store personnel.
- 2. The enrollees receive specific training desired by the merchants.
- 3. The employees enjoy the assistance of teacher advice and guidance of trainees through tryout courses and placement.
- 4. The trainees are placed in job training at an age when they learn most easily.
- 5. The store gets better trained workers, since the school gives the related subjects of salesmanship, English, mathematics, science, art, economics, and the like.
- 6. The school furnishes a trained group of extra employees for special events, as well as for permanent employment.
- 7. The school training regrades the educational level of store occupations, and thereby attracts a better type of employee.

The advantages accruing to the trainee are:

- 1. Guidance: The pupil has the benefit of a natural method of choosing an occupation. Hence, his training is determined by contact with actual store work, practical tests of his aptitudes and adaptability, and his participation in shaping his own aims and objectives.
- 2. Social Values: The pupil has contacts with store personnel and shopping customers which improve his social

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- l. There is a constant and systematic infunion of desirable buginners into the store personner.
- 2. "he enrolleds receive specific training desired by
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 - S. Social Valdeni The numil nee contests with atone

intelligence. He learns to adjust himself to various kinds of people. He learns the importance of health, personal cleanliness, dress, and social behavior.

- 3. Educational Values: The pupil receives a combination of theory and practice, thus relating instruction to life situations. Such training makes school work more interesting, since the school instruction has a vital place in his store work. The training develops sales ability, teacher technical knowledge of the occupation, and develops job intelligence.
- 4. Disciplinary Values: Pupils must assume certain definite responsibilities in store work. The pupil must develop poise, dignity, and personal address to compete with older salespeople. Finally, the store demands a grade of 100 per cent, not the 70 per cent required in school.

The school receives instructional advantages which are as follows:

- l. Much technical matter is learned in the store, thereby making it unnecessary to include it in school instruction.
- 2. When taught in conjunction with store work, the instruction is more vital, more interesting, more useful, and more lasting.
- 3. This type of training subjects the pupil to the double test of schooling and store work, thereby quickly eliminating those not suited for store work.

intelligence. He learns to edjust simpelf to various kings of papple. In learns the importance of health, personal elearnings, dress, and social heavylor.

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instruction is more vitel, more into esting, come wast

3. This type of training and store work, thoraby quickly double test of ambouling and store work, thoraby quickly sliminating those not suited for store muck.

4. Through store relationships the school learns to make its training more effective and practical.

The School Store Project: The writer would like to reemphasize the point that a part-time cooperative retail selling program is the prime recommendation. However, such a program should not be undertaken solely as a result of this study as evidenced by the writer's suggestions for further study which are found at the end of this chapter.

If as a result of further committee investigation a cooperative part-time retail selling program is deemed inadvisable, school authorities must make provision for practical experience in the retail selling program. The employers and employees participating in this study have expressed the need for job instruction which the school is duty bound to provide. The school-store project, although not as efficient as a cooperative part-time program, is a laudible means of injecting some vocational training into the curriculum. The project involves classroom instruction and practical work in "vocational" stores set up within the school plant. School stores have many possibilities. Such stores can be located within the classroom, in small rooms unsuited for classwork, or in halls and in basements of school buildings. Yearbooks, magazines, candy, stationery. athletic tickets, and general school supplies and other general 4. Phroagil store relationships the achool learns to

The sained Store Project: The artier would like to recompnistic the point that a part-time appearative retail selling program is the prime recommendation. However, and a program should not be undertaken holely as a recult of this study as swideness by the writer's suggestions for further study which are found at the end of this shapter.

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merchandise may be sold in the school store. The store can be conducted on a profit or a nonprofit basis.

Related Project Work: A certain amount of preparatory store training may be offered through pupil participation in business activities of the school. For example, it is possible in many instances to arrange with the manager of a school cafeteria to have pupils look after stock, take inventory, check purchases, and run errands—in fact, to perform most of the routine work, including the handling of the cash register and the record keeping.

It is virtually impossible to conduct the school-store and related project work without leaning heavily on a text-book and without emphasizing salesmanship to the exclusion of more vital occupational duties.

Suggestions For Further Study: In making suggestions for further study, the writer recommends that the replies to this study be further analyzed for the purpose of selecting those specific duties and personal qualities used in this study which lend themselves to school training, job training, and school-job training. The degree of difficulty attached to each specific duty and personal quality should be of valuable aid to the curriculum makers in determining the tentative amount of time to be devoted to the training.

A study of this type is but a small indication of the prospective need for a cooperative part-time retail training

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A study of this type is but a small indication of the promosative need for a cooperative part-time retail training

program. The following are additional studies which should be undertaken by the committee charged with the investigation.

- 1. The occupational survey. This information may be obtained by:
 - a. An initial employment survey of local stores to find out how many beginners have been employed by them during the preceeding year or two years.
 - b. A follow-up study to find out how many high school graduates have found employment in stores during the preceding year or years.
 - (1) Immediately upon leaving school (initial employment)
 - (2) Within two years after leaving high school (subsequent employment)
 - c. A commercial occupation survey of retail-store employees in the community.
- 2. An analysis of store employment. It is impossible to overemphasize the fact that the community need for a cooperative part-time retail selling course can be determined only when the number and the kinds of stores in the community, the number and kinds of store positions in which students of secondary school age and ability can be used effectively, the time at which the stores do their greatest volume of business (the hour of the day, the day of the week, or season of the year), and the number of new people employed for full-time work annually by the stores, are known.

program. The following are additional atudies which about the undertaken by the committee charged with the investigation.

1. The occupational survey. This information may be obtained by:

- s. An initial employment survey of lonel stores to find out how meny beginners have been employed by their during the preceeding year or two years.
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 - o. A commercial consumation survey of retail-stone employers in the community.
- 8. An employed of store employment. It is impossible to overemplestive the fact that the abstract med for a cooperative part-time retail selling source can be determined only when the number and the kinds of stores is the community, the number and kinds of store positions in which abstract of secondary school eye and ability can be used effectively, the time at maion the stores do their greatest volume of ousiness that moor of the day, the day of the meak, or season of the

3. A shopping survey of local stores. Certain types of information concerning local stores conditions may be secured through a "shopping" of representative stores within the community. Carefully selected small stores and departments of large stores should be visited in order to observe the number and the age of salespeople and service workers employed and the duties of these employees. The object of a shopping survey is to learn the kinds of work junior employees do when the store is busiest, and the quality of service rendered to the customers by both the sales force and the service people. A thorough study of this kind can be made only by visiting the same store at different hours of the same day on different days of the week. Store cooperation may be enlisted if the shopper introduces himself to the owner or manager, explains the purpose of the visits, and discusses the proposed retail selling course.

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